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ABSTRACT

Nine papers delivered at the Division of Libraries Serving the General Public at the International Federation of Library Associations and Institutions 1992 annual meeting are presented. In addition to papers about libraries for disadvantaged persons, papers on services to children and young people and to the general public through mobile libraries, are presented. The following papers are included: (1) "UNESCO Public Library Manifesto" (B. Thomas); (2) "An Introduction to the International Guidelines for Library Services to Prisoners: Ze zitten hier niet voor hun zweetvoeten" (F. E. Kaiser); (3) "An Overview of Library Services in an Ageing Society: Emphasis on New Trends in Scandinavian Countries" (K.-J. Carlsen and K. Thulin); (4) "The Importance of Library and Reading in the Rehabilitation Process of the Disabled People" (F. Czajkowski); (5) "Multicultural Library Services for Immigrants in Queens County, New York" (A. A. Tandler); (6) "From Reading Promotion to Media Literacy--Public Library Services for Children and Young People" (I. Glashoff); (7) "Mobile Libraries in Finland--Culture Brought to Your Doorstep" (T. Haavisto); (8) "Mobile Libraries and the UNESCO Manifesto for Public Libraries" (T. H. Tate); and (9) "Mobile Library Service with a Special Reference to Delhi Public Library" (S. N. Khanna). (SLD)

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IFLA GENERAL CONFERENCE NEW DELHI 1992

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Open Forum of the Division of Libraries Serving the General Public

ED356782

UNESCO Public Library Manifesto

by

Barbro Thomas, Swedish National Council for Cultural Affairs, Stockholm, Sweden

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

UNESCO PUBLIC LIBRARY MANIFESTO

Since 1972 when the UNESCO Public Library Manifesto was issued radical changes have taken place inside the public library as well as outside. The considered opinion of the Standing Committee of Public Libraries is that a revision of this important document in order to reflect changes which have occurred since publication should be undertaken. Preparations have already started and hopefully a revised version will be proposed to UNESCO in 1994.

A living force of popular education

At the UNESCO 2nd General Conference in November 1947 it was agreed that the Organization should publish suitable leaflets to promote the understanding of public libraries. At the Libraries Working Party at the conference it was agreed that one of the leaflets should be in the form of a manifesto, stating in simple but bold terms the aims and functions of public libraries.

The Manifesto was intended, not for the public library profession, but for the general public who may be stimulated by the manifesto to demand public library services, to get to know more about them and to support those existing.

In 1949 UNESCO published its famous Manifesto in the form of a poster and a leaflet on THE PUBLIC LIBRARY A LIVING FORCE OF POPULAR EDUCATION, proclaiming the public library to be a creation of modern democracy.

The document, intended as a manifesto or charter stated in simple terms the main governing principles of public librarianship. The public library was described under the following headings:

- UNESCO and public libraries
- The public library: a democratic agency for education
- What the public library should offer
- A vital community force
- The peoples university.

Copies of the manifesto, in poster and leaflet form, were distributed to libraries in Member states where English, French, Spanish, Polish, Italian or Arabic was spoken.

IFLA and UNESCO

1950 IFLA met in London. The most important result of the meeting was the resolution requesting UNESCO to emphasise the need for close cooperation between public library services and educational services in the development of good reading habits. The resolution also requested UNESCO to hold a conference at which librarians and educators could study this question.

A seminar "The role of libraries in adult education" was held in Malmö in June 1950, at least partly as a result of the resolution.

Relations between IFLA and UNESCO were already at that time rather close. Both organizations were actively interested in the development of public libraries. A close cooperation between IFLA and UNESCO still exists.

1972 was proclaimed by UNESCO as the International Book Year (IBY). A lot of activities took place all over the world to focus the importance of books and promote reading.
According to UNESCO´s estimates at that time approximately 550 000 titles a year were published. Four out of five of those titles were published by very few nations. 80 per cent of the titles were published in Europe, Japan and the United States. While the rest of the world, that included two thirds of the total population, had indeed a limited influence on the publication of books. One purpose of the International Book Year was to focus this unbalance.

As a contribution to the International Book Year in 1972 UNESCO requested the Section of Public Libraries within IFLA to revise the Manifesto on Public Libraries issued in 1949.
A revised Manifesto, reflecting changes in the public library situation in the last 20 years, was accepted by UNESCO in January 1972. It was published in the June 1972 issue of the UNESCO Bulletin for Libraries.
The Manifesto was translated into the major world languages and published in professional journals. It was hoped that the attention of governments and other institutions concerned with education and culture would be drawn to the manifesto during the International Book Year.

Education as well as relaxation

Between 1949 and 1972 in many respects radical changes had taken place in society and in public libraries.
Most evident is that the revised Manifesto from 1972 offers a broader concept of the purpose of the public library.
In the revised version from 1972 it is stated that the public library is not only to support education. The purpose of the public library is also to promote information and culture.

Furthermore the public library should be concerned with the refreshment of man´s spirit by the provision of books for relaxation and pleasure. The public library should also be concerned with assistance to the student, and with provision of up-to-date technical, scientific and sociological information.

What is also new in the 1972 version is that it is focused that attention should be paid to the importance of the child as library user. The source of inspiration for this was perhaps the UNESCO document "Public libraries and their mission" by André Maurois where it was stressed that "It is in early life that a taste for books and the habit of using libraries and their resources are most easily acquired". And, more precisely, "a public library must have a childrens corner. Most children have not enough money to buy books, nor have their parents enough money to give them books. Only in a library will they find good books, which will save them from reading mediocre or dangerous ones. Although the school library is useful, it is often inadequate, owing to lacks of funds, to an intelligent child, shelves full of books among which he is free to browse open up a veritable paradise". Could it be better expressed than in Maurois´ text from 1961?

Even the special need of the handicapped reader is focused.
And advice is given how the public library could extend its services to reach those who need it most.

Some fundamental statements are to be found in both versions.
The 1949 Manifesto as well as the revised version states in an unambiguous way that

- the public library should be established under the clear mandate of law

- it should be maintained wholly from public funds

- no direct charge should be made to anyone for its services.

While the 1949 version of the manifesto in the closing paragraph addresses the general public with advice how to help to improve the public library the 1972 revised version stresses the role of the public library in the community and addresses the advice to the institution itself.

To revise the Manifesto

Once again 20 years have passed. The current version of the Public Library Manifesto should once again be examined.
Therefore the Section of Public Libraries initiated to undertake an examination of the Manifesto and analyse whether it should be revised and in that case in what respects. Or as it is expressed in the Medium Term Programme 1992 - 1997, "propose a revision of the UNESCO Public Library Manifesto(1972) in order to reflect changes which have occurred since publication".

The revision of the document causes a lot of questions. For example:

To whom should the manifesto be addressed?
Primarily to the general public, to the library professionals or to local or other authorities?

Should it be written with the situation in the developing countries mainly in mind? Or should it be adapted to the public library situation in the industrialized countries? Or should it be of equal relevance to both?

The question about charging seems to be one crucial point.
Is it still adequate to state that all the public library services should be free of charge even when we all know that this does not reflect the current situation?
Which consequences would occur if the statement neglects the actual situation? On the other hand what consequences would occur if the manifesto on this point expressed a less categorical attitude. Would that perhaps encourage library managers/local politicians to increase charges and invent new ones?

What about information technology? What advice should be given? Is the main function for the public library to mind the book? Or should equal care be taken for alternative media?

There are indeed a number of questions which ought to be carefully examined before any proposition whatsoever can be presented. This was evident at the Standing Committee meeting in Norway in May this year when we had the opportunity to discuss the matter.

The work will continue the coming year.In this work it is important to involve public library representatives from all parts of the world. Therefore the Section is planning a seminar in connection with the 1993 General Conference in Barcelona.
The seminar will be held in Guimares, Portugal. Funding from UNESCO has been applied for. Colleagues from developing countries and from the Eastern part of Europe will be invited to this pre-conference seminar. As a result from the seminar we hope to be able to submit a new edition of the Manifesto.

The impact of the manifesto?

A question that has no answer is, what impact has the Manifesto had on public library development? No evaluation is so far undertaken. And such a task would be more or less impossible.
Nevertheless I am convinced that the Manifesto in its original and revised version has played an important role in the promotion of public libraries.

My conclusion is however, - and that is from my experiences - from a small, industrialized and prosperous country where the public libraries are comparatively well off and the economy of the local authorities during the last four decades has been splendid - that the most important impact of the Manifesto has been the free-of-charge-statement. It might be the case that this firm statement has prevented a further increase of and invention of new charges for public library services. My impression is, from my experiences, that the Manifesto has been referred to mostly in the charging discussion.

Since 1949 Sweden is a member state of UNESCO. The 1949 version of the Manifesto was translated and published by the Swedish Library Association in the professional journal (Biblioteksbladet 1950/1). The revised version was also translated and published in 1972 (Biblioteksbladet 1972/7).
This indicates that the documents were familiar to the Swedish library professionals and to members of the library board.
During the two last decades it is easy to find examples when the Manifesto has been actively used. And that is when the free-of-charge- service has been threatened by the local authorities.
Swedish public libraries do not charge for the lending of books. Whether this is due to the document or whether it is in spite of the document I do not know. But I prefer to believe that the Manifesto has been of some importance as far as this matter is concerned.
However, my impression is, that during the last few years when local authorities have made a lot of fuss about introducing charges for borrowing books, the Manifesto has been less and less referred to. This I believe does not mean that such a document is out of fashion.

The explanation is rather that those who took an active part in the preparations of the Manifesto and the promotion of it are retired. And the collective memory in the public library field is very short.

Of course we have also raised the question: Do we really need such a document? My answer is - yes. As long as public libraries even in highly industrialized and prosperous countries suffer from haphazard budget cuts and as long as the question of charges is a trauma for local authorities we need a document of strong symbolic value that can be referred to. There is no reason to believe that a Public Library Manifesto should be out of date.
But I am convinced that if a document like the Manifesto shall have an impact on public libraries it needs regular promotion.
A revision will give this opportunity for promotion in the Member States. It is definitely worth another try.

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IFLA GENERAL CONFERENCE NEW DELHI 1992

Division: Libraries Serving the General Public

Section/RT: Libraries Serving Disadvantaged Persons

Joint Meeting with:

WORKSHOP THEME (IF APPLICABLE):

4-DISADV-1-E

An Introduction to the International

Guidelines for Library Services to Prisoners

" Ze zitten hier niet voor hun zweetvoeten"

by

Frances E. Kaiser
National Library Adviser Dutch Prison Service

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1. INTRODUCTION

In 1985 a Texan librarian mrs. Phyllis Dalton initiated under the auspices of the IFLA Section of Libraries Serving Disadvantaged Persons the framework of the International Coöperation of Prison Libraries. She founded a working group with a novel approach for a very old kind of work: the Working Group for Library Services to Prisoners.

In most countries all over the world the prison library is an old institution, but unfamiliar to those "outside the walls". In the Netherlands for instance the prison library system predates the public library institution. In 1841 a law stipulated that each prison should have a library. 1991 marked the 150th anniversary of the dutch prison library system. The oldest public library was not founded until 1892.

In many countries nowadays the necessity for some kind of regulation of prison libraries is recognized. However prisoners are generally not popular and neither are prisons, and so many countries may often neglect their prisons, especially internal services such as the library. In Holland when you look on a decent citymap in most cases you can find each church, museum, hospital and park on the map, but not the prison, even if the prison is bigger than the hospital.

I gave this paper the dutch undertitle:

"*Ze zitten hier niet voor hun zweetvoeten*" which literally means "they are not here because they had sweaty feet". This is a way to say that prisoners shall be punished

properly because they did deserve it, why should they be "spoiled with luxures". While such a public attitude prevails, not only their freedom is taken away but so is their right to read, to inform or to educate theirselves.

2. INTERNATIONAL DEVELOPMENTS

Two important international documents are the start point for the development of international guidelines, namely:

2.1 United Nations

Rule 40 of the "United Nations Standard Minimum Rules for the Treatment of Prisoners":

"Every institution shall have a library for the use of all categories of prisoners. Adequately stocked with both recreational and instructional books, and prisoners shall be encouraged to make full use of it".

2.2 Council of Europe

Recommendations no, R(89)12 adopted by the Committee of Ministers of the Council of Europe on 13 October 1989 and explanatory memorandum: Education in Prison (page 41-45). Page 41/42 about the library:

"Libraries in the community are a source of education, information and recreation, as wel as centres of cultural development. Library-services for prisoners must have the same wide range of functions as progressive libraries for the public, and the same professional standards should apply.

Wherever possible, prisoners should have direct access to an outside public library, which they should be able to visit form the prison on a regular basis. Otherwise, effort must be made to provide a full service within the prison".

This publication also emphasises the importance for each country to develop its own guidelines for this kind of library service.

2.3 IFLA Working Group for Library Services to Prisoners

Developing international guidelines for the prison library service became one of the first goals for the Working Group on Prison Library Service.

It was again Phyllis Dalton who first drafted international guidelines in 1989. Since this draft many countries contributed including especially significant efforts by the secretary of the Working Group Monika McEwen and her collegue Barbara Artinian both from Canada, Mr. Ph Roberts from Australia and the contribution from the Dutch prison system. An interim draft was submitted to the Standing Committee of the IFLA Section of Libraries Serving Disadvantaged Persons which met in The Hague April 1990. In the Section's annual conference meeting in Stockholm a revised draft was presented and subsequently distributed all over the world. Recipients included library-organisations, persons interested in prison library service and the members of the Working Group for Library Service to Prisoners and the members of the Section for Library Service to Disadvantaged Persons of IFLA. Many helpfull comments were received from many countries, especially those from Australia, Canada, England, Finland, France, New Zealand, Norway, Sweden and the USA. The final draft was completed and during the turbulent IFLA Moscow Conference with the "Coup" taking place outside the conference

doors, within which the final draft of the "Guidelines for Library Service to Prisoners" was being accepted. Today I present the result of the work of many people. IFLA made it an official IFLA publication available in english and in french. We hope that within a year these guidelines will also be available in the other official IFLA languages.

Our aim is that these guidelines will help many countries in convincing their authorities that an excellent library service in their prisons is of vital importance to not only the prisoners but to society as a whole. It is critical to have a legal basis for the provision of library service within a prison system. Knowing that:

"You can recognize a country in its prison system"

The guidelines include a bibliography intended to stimulate further study on the development of guidelines and provide information on documented procedures within certain guidelines or standards. Never can guidelines be static, since society changes all the time and so do their prison systems. Library services and their guidelines must anticipate on such changes. We therefore invite your comments on this initial version "International Guidelines for Library Service to Prisoners" for inclusion.
It is important that international guidelines are widely accepted.

2.4 Development of regulations about prison library services in various countries.

Written regulations about libraries in prison, if formulated, will often say only that there should be something like a library in the prison and that prisoners are entitled to have reading materials provided, just as it is often laid down that they are entitled to take part

in sports or to attend some form of education. For example the Dutch regulations only mention that there has to be a library in each prison and that each prisoner has the right to borrow books from the library. Nothing is said about the quality of this library. Since prison rules can dictate that each prison should have a library, they could also legislate the library guidelines.

In many countries the position occupied by the prison library is one of isolation. The library generally serves as "a bookshop behind bars" but positive development to a "real" library is hindered by the lack of qualified librarians. Prison libraries prove also to be isolated with regard to the outside world, where social trends have led to changes in public attitudes to the role of the libraries appeared to have passed the prisons by. For this reason many countries have worked over the last decade to guidelines to guarantee some sort of quality of the libraries in the prisons of their country.

3. PHILOSOPHY AND GOALS

The first step towards changing attitudes to prison library work and its implementation is the recognition of a number of basic principles:

- Prisoners are as entitled as other citizens to have access to information and therefore to proper library facilities. They are entitled to have access to reading materials just as they are entitles to take part in sports activities or attend courses to improve their education.

- The library facility must be situated within the institutions, as it is virtually impossible for prisoners to visit libraries outside.
- The library's collection, operating methods and organisation should be as far as possible in accordance with inmates' wishes and needs;
- Library services - as a part of social and cultural activities - should be given a full place in the programme of prison activities. Sufficient time should therefore be provided for prisoners to use the library;
- The library should support other educational activities in the institution and its collection should be tailored to that end.
- The library should encourage within its environment a climate of intellectual freedom, curiosity, responsibility, creative inquiry and cultural sensitivity and prepare prisoners to come back into society.

The prison library can contribute to the inmates' welfare. Reading matter, audio-visual aids and music have a significant place in education. Of course, reading is also an important recreational activity, enabling prisoners to remain in touch with the outside world. It thus helps to prepare detainees for their return to society at large. It is therefore essential that prison libraries have materials on topics of current interest. They have a clear responsibility to support and strengthen every aspect of the institution's rehabilitation program and should contain uncensored material expressing various viewpoints so that prisoners may make free choices when it comes to forming opinions and developing interests themselves. The library should provide them with opportunities for study and recreation and to obtain information within the prison.

4 GUIDELINES

4.1 Personnel

In the guidelines remarks are made about "Policy and Procedures", "Qualifications and Salaries" , "Number and Responsabilities of Staff" and "Volunteers and Prisoners". In this chapter the statement is made that in **all** prison libraries it is of great importance to have qualified librarians and that volunteers and prisoners only shall be used as a supplement to the paid qualified staff. You will find in these guidelines no remarks about the number of staff. The great variety of the national prison systems in the different countries made this impossible. In Holland we have one qualified librarian to a hundred prisoners, although in our country the prisons have maximum 360 prisoners, there are countries with many thousands of prisoners per prison. However there has to be a staffing level policy apropriate to their own prison system.

4.2 Collections

In this chapter you can find remarks about the following subjects: "Materials", "Selection Criteria", "Collection Development", "Types of Materials in the Collections", "Number of Volumes" and "Maintenance". Quality and quantity of the collections are adressed and provides a lead in planning the development of the collections. There should be in principal no difference between the quality of the collection of a public library "outside the walls" and the prison library "inside the walls". The collection must support the whole recreational and educational programme in the prison. Furthermore if a prisoner must have similar facilities as a library-user outside the prison, there must be no censorship. Additionally interlibrary loans should be used to complement the library

collection, not as an alternative to collection development. Clear statements have been made to the number of volumes in the library, the logic being that it is very helpfull in approaching the authorities. It is however emphasised that these are only minimum guidelines!

Books:

In general it can be said that there must be a minimum of 20 volumes per prisoner but the collection should never be less than 2000 volumes, considered a minimum for a prisoner to discover his/hers own interests.

Periodicals:

0,2 subscription per prisoner with a library minimum of 10 subscriptions.
Periodicals are very important to keep contact with the outside world, especially for foreigners.

Audiovisual materials

2 Audiovisual materials per prisoner with a library minimum of 200.

4.3 Physical facilities and equipment

Indications are given in this chapter towards the library area, the library office and the equipment. The library area should have enough facilities to make it a proper library. An adequately lighted and ventilated area, with enough square meters to accomodate the collection, a reading/study area for the prison population and a working arae,

for example:

Shelving: 15 m² per 1000 volumes

Reading/ study-area: 3 m² per chair

Working area: 9 m² per person

There must be a minimum of 9 m² as a office for the librarian. Specific statements were made about the number of square meters per prisoner in order to anticipate the building programmes of many countries.

4.4 Funding and budget

The availability of funds provided has a great affect on the quality and extent of library resources and services. Financial planning is therefore essential. If we assume the working life of a book to be 10 years the budget should support the purchase of:

- At least 2 books (or in the case of less than 100 inmates, minimum of 200 volumes total) per inmate per year (the given statement is that for each prisoner there should be 20 volumes to be written off in 10 years).
- 0,2 subscription per inmate per year with a minimum of 10 subscriptions per annum.
- 0,2 Audiovisual materials a year.

These guidelines are for the annual funding for the library <u>collection</u> and not for associated personnel, facilities or library equipment.

4.5. Services

In this chapter statements are made about the quality of the library services. The inmates are entitled to have access to the library collection outside the prison by interlibrary loans. Appropriate services must be given to special groups in prison e.g. people who cannot read or have vision or hearing disabilities, or to prisoners from a minority ethnic or cultural group. Special attention also has to be given to prisoners who for whatever reason cannot come to the library (prisoners who are in segregation etc). For these prisoners the library service is often even more vital. There have to be written procedures to ensure that segregated populations receive library service comparable to that received by the non-segregated populations.

The library shall have a comprehensive programme suitable for both inmates and staff. Assesments of the needs population to determine should be made regularly to design a programme.

4.6 Communication and public Relation

Inmates and staff are not necessarily th most self-motivated of library users. Enlightened prison librarians must therefore reach out to their users in a variety of ways to promote range of library services and to recognize levels of needs, abilities and interests.

Studies should be made from time to time to evaluate the effectiveness of the services and to determine what services should be instituted to make the programme more relevant.

Continuous feed back from users concerning their satisfaction with the service should be encouraged. This can be achieved by such activities as surveys, user group meetings, regular user forms and informal suggestions.

The promotion of the library to the users can also include: bibliographies, handouts,

orientation, acquisition lists, displays and information in other languages. Promotion shall also be done toward the prison authorities and prison staff. Lots of attention shall be given to the user friendliness of the library.

Although professional isolation and prison librarianship go hand in hand, networking is a necessary ingredient in providing librarians with the ability to dispense the best possible library service. Isolation can be prevented by strengthening ties with other prison libraries throughout the country and throughout the world.

Formalised communication both amoung the prison librarians and between prison librarians and public librarians is necessary. Prison libraries should be a member of their National Library Association.

5. Conclusion

The United Nations declaration on Human Rights affirms the right on freedom to read. Prisoners in detention are no exception. The IFLA Section of Libraries Serving Disadvantaged People believes that these services should be of the highest standard; the present publication of guidelines is intended to offer advice in this regard. It is widely acknowledged that libraries play a positive role in the lives of prisoners, as they do with other people. They provide resources to support educational, recreational and welfare programmes, assisting in the acquisition of new skills. They alleviate attitude problems and difficulties in coping with prison life, in addition to providing for psychological needs. Prison libraries form a non threatening link to the outside world, and in that sense are an obvious benefit not only to prisoners themselves but to the entire correctional system.

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Because of the 1991 celebration of the 150th year of a prison library service in the Netherlands prisoners themselves wrote down why reading and libraries are so vital to them. Some of the prisoners remarks:

- "Bib, ce mot à lui seul est déja tout un receuil!" (Alkmaar, 1991).
- "I think the best thing that happened to me here was having the opportunity to use the library. It is very important to read during imprisonment because it takes you mind off your problems for that time and thereby reduces the amount of pressure on you" (Haarlem, 1991).
- "Yes I have read books all my life. Books are as necessary as delicious food" (Veenhuizen, 1991).
- " La bib est celle, qui me soulage, soutient, réconforte" (Alkmaar, 1991).
- " In conclusion the prison library has been very useful and important to me. Spiritually, psycologically, emotionally, academically and morally since my imprisonment" (Haarlem, 1991).
- "Book is my real friend, especially in prison"
- "I love reading, because you can learn a lot from them"
- "Letters, words, pages of stories they became my real friends and I got more and more of these friends. They fascinate me with their stories"

These are only a small selection out of many. The answers came from Dutch, Nigerian, Maroccan, Egyptian, Iranian and Columbian readers!

What is more convincing than their own opinions!

Frances Kaiser

National Library Adviser

Dutch Prison Service, 1992

IFLA/New Dehli 13

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Section/RT:
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Joint Meeting with:

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Ka-Jo Carlsen & Kjerstin Thulin:

An overview of library services in an Ageing Society; emphasis on new trends in Scandinavian countries.

Abstract:

During the last years of the 80ies each country was asked to give samples about library services to older adults. The IFLA Section for Libraries Serving Disadvantaged Persons "inherited" the material compiled. A summery of the national reports received from European countries are presented. As part two of the paper new trends in Scandinavian countries of library services in an Ageing Society are presented.

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Ka-Jo Carlsen
Kjerstin Thulin

AN OVERVIEW OF LIBRARY SERVICES IN AN AGEING SOCIETY; EMPHASIS ON NEW TRENDS IN SCANDINAVIAN COUNTRIES

Part 1: Overview

During the last years of the 1980' an attempt was made by Elaine Kempson in United Kingdom to compile a report about library services to older adults in various countries. Each country was asked to give samples from different municipalities with an overview of current library provision to the elderly. Each national contribution was to include a demography. Several countries responded, but unfortunately the effort was never turned into a report. A bibliography was also compiled and the American guidelines for library service to older adults went along with it. The IFLA Section for Libraries Serving Disadvantaged Persons "inherited" the material compiled from Great Britain, The Netherlands, Denmark, Finland, Iceland, Sweden and Norway and would like to present a summary of the national reports received as part of this attempt to gather material.

It was found that there is a great deal of variation in the library services concerning the elderly. There are differences both between contries as well as inside the various countries. In general, library service to elders has been looked upon as something additional to mainstream work, and as an activity carried on outside the library building. Library services to the housebound and to residental homes have been identyfied as the most common special services offered by public libraries, and the longest established (in UK since 1940s). The actual proportion of the total budget spent is often hard to identify, since most library financial systems do not provide for itemisation of expenditures by client group. There has, however been a major influence in the growth of library services

to client groups with special needs, although it may also have reinforced the view that "old" equals "disadvantaged".

Changes in the population have given a further push to paying attention to older people. The growing number of elderly people will place increasing demands on public programes for the elderly, for instance library programes. Social trends, changes in economy, population movements and the rising proportion of women employed outside the home mean that the public authorities will have an increasing responsibility for old age care. Several countries have some kind of standards for library services to housebound readers and to persons living in institutions. So far we have no general standards for library services to the active older adults, except for a set of guidelines made up by the American Library Association (ALA) in 1987. Special arrangements for the elderly have only recently been carried out inside libraries. As time changes, librarians of today are likely to be more aware of the psychology of ageing and of the developmental needs of older adults than our colleagues were a couple of decades ago.

There is now a growing interest in the promotion of reading, and organisation of programmes of book-related activity. Reading and library habits depend heavily on education and occupation. The diffenrence in library visiting habits between persons with a long education (a university degree) and persons with a short education is significant. There is still a larger proportion of persons with only compulsory school among the elderly, but this is changing gradually. Our attention is drawn towards library programmes and to the needs of the active majority of older adults. There is however, no accepted definition of "an older adult". Often a move from involvement in paid work seems to be the defining factor. As an early retirement age are getting more usual in many countries, the group of elderly persons is rapidly growing. There may be an age span covering at

provision of materials and training of care staff or volunteers, rather than going directly into the running of these services. In many counties the authorities encourage community care / care in the old persons' own homes rather than institutional care.

In many cases home care may, however, lead to isolation. To brake down the physical isolation of housebound persons, some libraries are trying out new ways in the creation of library services to elderly and housebound persons. Introductory meetings and special arrangements in the libraries with an organised door-to-door transport makes it possible for housebound readers to visit their local libraries. The purpose of these meetings is to provide housebound readers with the opportunity of becoming physically re/acquainted with the library and to exchange experiences.

Access to information is an important part of daily life. Public libraries have an important role to play to give older persons access to information needed. Retirement from job very often cuts off strings of information too, and the range of information one needs nowadays are actually getting wider. Retirement from a job brings opportunities for individuals to learn new skills and persue new interests as well as taking up old ones. Some libraries are aware of this, and cooperate with various pensioners classes and institutions like "University of the third age". Some libraries offer accomodation, materials and services for this kind of adult or retirement education and hobby activities, while others run their own clubs in branch libraries in normal opening hours. Some basic objectives are put down for this kind of service:

- To encourage the full and active use of library resources,
- To provide direct and easy access to information and advice from agencies and sources,
- To encourage the widening of reading patterns and to create or revive interests,

least some thirty years. A high proportion of these persons are active and energetic members of their society. Due to reduced jobs and a difficult labour market, many pensioniers have retired while still in good health, and need more pastime activities. There has been very little recognition of the needs of elders approaching or just passing the retirement age. Indeed, rather than being in need of some kind of service, they may be able to offer some of their skills and knowhow to others. Clubs and activities tend to be organised for elders rather than by them. The needs of the active elder are often ignored by libraries. When they are not ignored the conditions under which these services are set up, are the first to be restricted by cut-backs and reduction in budgets. It is also debatable whether older persons prefer to use mainstream services or specially designed ones. The fact that pensioneers use the libraries less than other people, is a strong argument for working more actively towards serving the aged.

In future more persons are expected to stay and live in their own homes. As the proportion of persons of 85+ in the communities grows, the demand for housebound services is likely to increase. Since this kind of service is staff-intensive and rather expensive many libraries try to link this kind of service to volunteers or home help. We shall turn to that later on. In sparsely populated areas, there may even be some kind of cooperation with the Post office (GPO). In one area in Finland the local post van makes a daily round of the countryside, delivering mail to 178 mailboxes and covering a distance of more than 100 kilometers. When the library gets a phone call or an order slip is left with the mailman in the van, the material ordered can be delivered to the client on the next round out.

Limited budgets for public library staffing were probably the main reasons for the view that the most economical model is to bring librarians into the planning of programmes,

- To promote reading and the use of books,
- To provide a forum for informal learning,
- To contribute towards the quality of life for the elderly.

Programmes may include a talk, linked to a book display, booktalks, story- times, reminiscence, local history, and do not forget: time for tea or coffe and informal talk.

Most of the countries which took part in this survey, have turned into multi-cultural societies during the last decades. Much effort has been directed to provide adequately for general needs of ethnic minorities, but little attention has been given to the specific requirements of older people in these countries so far. Overall, it is fair to say that initially most work with readers from ethnic minorities tends to overlook the special needs of elderly people. Developing appropriate and sensitive services call for specialised knowledge and cooperation between the staff responsible for service to older people and those concerned with ethnic minorities. In the Nordic countries the trend is that each municipality is responsible for the library provision of all persons living in the municipality. This also means that each public library must offer an adequate basic service to all persons belonging to the various etnic minorities. In municipalities with few persons from a certain language area, it may be difficult to offer an adequate basic service - so the state maintains a central library for ethnic minorities.

Some good attempts and samples are mentioned at the time when the report was made: In Great Britain Leicestershire library service has run a club for older Asians, in liaison with Age Concern. Transport to the club is organised by Age Concern, while the library staff arrange classes - including some in English as a second language.

Other kinds of library services for the elderly in various libraries are:

- Exhibition on services to visually handicapped and hearingimpaired,
- Open days for the elderly,
- Persons are allowed to try out reading aids in their own home,
- Reading aids are provided on a loan basis to persons suffering from temprary disability such as stroke recovery or awaiting cataract operations,
- Provision of a forum in which elderly people are encouraged to discuss books and authors and to exchange ideas and information,
- To encourage elderly people to write creatively about their past experiences, and to create an oral history record of the county/community, which means to write or tape their memories prior to 1950. (This project has also included etnic minority groups i.e.: "Caribbean people remember" and "Asian People remember".)

The impression after having studied the reports from the various countries, is that library services to the elderly in an ageing society must be based on several different alternatives. The own capasity of the elderly to come to the library should be supported. In addition one shoud have in mind the following:

- Assure services for older adults which reflect cultural, ethnic and economic differences,
- Facilitate library use by older persons through improved design of library buildings and access to transportation,
- Incorporate as part of the library's planning and evaluation process the changing needs of an aging population,
- Seek sources of funding, and earmark part of the library budget to programs, suitable materials and services for older adults.

Part 2: New trends in Scandinavia

The library service to old people in the Scandinavian countries does not differ much from the reports referred above. In this chapter we are going to discuss some new trends tested in project form first. They are now part of ordinary library service to the elderly in Sweden and in some other Scandinavian countries.

We know from investigations that elderly people don't visit libraries as often as others. Reading and library habits depend heavily on education and job situation. There are more under-educated people among the elderly, but this situation is gradually changing.

As the number of elderly increases, we will get more and more well educated elderly people, who will demand better library service. How can the Scandinavian libraries meet these needs? Especially now with diminishing library resources?

"To build Bridges"

The care for elderly and handicapped people has more and more become the responsibility of local municipalities. Through decentralized care it has become possible for more elderly people to stay in their own homes instead of living in institutions. The home care service personnel have often become the link between the old person and life outside. It has therefore become natural for libraries to cooperate with the social authorities and its home care personnel. They can help the libraries with information about different types of media and about the housebound service.

At the Stockholm public library a three year project was carried out in the late 80ies called "To build Bridges. Books at Work in the Home Care Service". The main goals for

the project were:

- to help the home care personnel discover books and library service
- to present books that could be useful to the home care personnel in their work with the elderly
- to promote the interest of the librarians in outreach activities
- to increase the competency of the library staff as well as the competency of the home care personnel
- to reach more housebound people with library service

The project was planned in cooperation between the Stockholm Public Library and Social Welfare Service of Stockholm. Book deposits, reference books, book lists and informational material were placed at the meeting places of the home care personnel. Librarians were trained in marketing, book-talks, communication techniques etc before they went out talking about books and library services. Within each home service personnel group a "book-agent" was chosen. They also had a special librarian at the local library. The home service personnel had freequent meetings about books and libraries. They were also invited to their local libraries.

The project "To build Bridges" has now become permanent. The book-agents of the groups have a special education update once a year for two days on paid working time. It is very popular to be chosen as book- agent and to become the link between the library and the colleagues and between the library and the elderly. The book-agents are stimulated by their task. The following goals set up by the project have now been reached:

- to raise the status of home care staff by letting them act as book-agents
- to reach more housebound borrowers

- to stimulate the library and the Social Welfare Service to jointly work out strategies to increase cultural activities in various areas within the home care services.

Similar education programmes are carried out in Scandinavian countries. Of course the programmes are not exactly the same. In Värmdö, a small municipality situated in the Stockholm archipelago, many elderly live on the islands and have difficulties to come to the library on the mainland. The cultural agents have here a great task to bring books and culture to the often isolated elderly out on small islands.

The Kalix-project

Traditionally the Scandinavian countries have not used volunteers in their library service to the elderly. The bookagents mentioned above are employed by the municipal social service administration. With diminishing resources the libraries today are changing their service in different creative ways.

It has been necessary to build a new kind of network of volunteers and employees from libraries and social service administrations. One example of this new trend is the Kalix project. In this small municipality high up in the northern part of Sweden with vast sparsely populated areas to cover, the library has created four different networks consisting of people from the library, the social service, organisations of pensioneers, nursing personnel and neighbours. The persons engaged in the networks give information about books, library services, cultural activities, arrange transportation to concerts etc. So called cultural breakfasts are arranged by the library for members of the networks. Many elderly have been positively stimulated by the cultural agents and the cultural activity is high in Kalix.

The project: Come to the Book in Tjörn

Tjörn is an island outside Göteborg in the western part of Sweden. The purpose of this project was to stimulate elderly people and the disabled to come to the library by inviting them to programme activities and helping them with transports. The project was financed by a special government grant.

A wide range of activities were held monthly at all library branches of the municipality. All pensioners were invited to every activity. Nearly 15 % of the pensioners came to the libraries every time. There they were offered a cup of coffee, could listen to a book-talk or meet a local author etc. Transportation was arranged by the library or by some of the pensioners. The Come to the Book-activities have been very successful since the beginning of the project and are to be continued and paid for by the municipality.

The project was unique in Sweden when it started. In Great Britain though there are similar activities going on. Many other libraries in Scandinavia arrange similar programmes in the library but they have not arranged for transportation. This is essential for many elderly and also for the success of such a programme.

Accessibility of libraries

It is important that borrowers, especially elderly borrowers, can come to the library to borrow their books. But it must be pointed out that libraries must comply with the needs of elderly customers. The accessibility must be improved: opening hours, materials offered, reading aids, signs, architecture etc, must suit also elderly customers whose needs are different.

We know from investigations that taking part in cultural activities can give elderly persons a better quality of life and a better physical and psychological health. We therefore hope

that the politicans responsible for libraries put their priorities right, so that libraries can go on giving the elderly a good library service in spite of the great economic problems that will trouble the municipalities in the 90ies.

IFLA GENERAL CONFERENCE NEW DELHI 1992

Division: LIBRARIES SERVING THE GENERAL PUBLIC

Section/RT: LIBRARIES SERVING DISADVANTAGED PERSONS

Joint Meeting with:

82-DISADV-3-E

WORKSHOP THEME (IF APPLICABLE):

THE IMPORTANCE OF LIBRARY AND READING IN THE REHABILITATION PROCESS OF THE DISABLED PEOPLE

Franciszek CZAJKOWSKI

Chairman
Section for Patients and Handicapped People

Polish Library Association

For internal use only:

Meeting No: 125

SI: ~~yes~~/no

Estimated number of participants in the meeting:

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ABSTRACT

Rehabilitation means group work with the physically and mentally handicapped, the aim of which is to restore these people to the full or the highest possible physical and mental efficiency, the ability to work and earn, and the ability to take on active part in social life. In the broadest meaning of rehabilitation (therapeutic, social, psychic, occupational) it deals with reading, the proper choice of the content in literature and a library as a place for relaxation to fullfil particular functions.
This thesis is proved by the author by the example of libraries in Toruń, the place where he lives. Also, by citing numerous instances of rehabilitation activities organized by the Library for Blind and Handicapped People and by the Department of the Library Service for Disabled within Province and City Library.
The process of work with books is supported by the Disabled People's Art Gallery, which functions within the structure of the Department.

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Aristotle, one of the most outstanding philosophers of ancient Europe, said that: "Every science should start with the definition".

Then, let us try to answer a few questions concerning the matter in hand:

- what is contemporary rehabilitation ?
- what kind of social groups do we refer to while using "handicapped people" ?
- what functions in the rehabilitation of the handicapped can a library and reading fullfil ?

In Webster's Dictionary [1] one can read: "Rehabilitation - to rehabilitate - to restore to a condition of good health, ability to work, or the like".

According to the World Health Organization, rehabilitation means complex and group work with the physically and Mentally handicapped (as a result of congenital imperfections, illness and of impairement), the aim of which is to restore these people to the full or the highest possible physical and mental efficiency, the ability to work and earn, and the ability to take an active part in social life [2].

The Polish School of Rehabilitation, under the direction of the scientis of world renom, Professor Wiktor Dega, has been of great imprtance in the formation and promotion of the modern concept of "rehabilitation". The feature of the modern rehabilitation, regarded as a complicated process comprising medical, social and psychological activities and ~~xxx~~ in the case of children - pedagogical implications is its complexity and universality.

According tá the current methods, one can enumerate therapeutic, psychic, social, occupational and educational rehabilitation.

The T h e r a p e u t i c Rehabilitation constitutes an inseparable element of medical care and treatment.

Rehabilitation procedures should be applied to all persons with illness or handicap.

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The Therapeutic Rehabilitation is a complex process in which apart from physicians also kinesitherapeuts, physiotherapeuts, social workers and clinical psychologists take part. These specialists constitute a rehabilitation team, which, in order to fulfil their duty as well as possible, should cooperate with a library and its staff. The therapeutic functions of literature should be made use of as well.

The P s y c h i c Rehabilitation comprises rules and methods, the objectives of which aim at psychic improvement, that is at psychic adaptation to the situation and conditions, created by a disease, being handicapped, old age, addictions and imprisonment. Bibliotherapy, musicotherapy and occupational therapy held in libraries (often with the help of the psychologists) are some of the methods used by psychic rehabilitation. Psychologists and psychotherapeuts cooperate with librarians in solving problems connected with the acceptation of the handicapped by reading of the convinient books. They work out proper attitudes towards the illness or invalidism and raise the patients' hope.

The aim of S o c i a l Rehabilitation is to integrate a handicapped person with in the society by offering help in adaptation to the requirements of a family life, the society and vocational work. Literature can help in rehabilitation of family and the nearest environment, teaches a proper and friendly attitude towards the person in the unfavourable situation. Literature may also be a guide for parents of handicapped child. The Library, in turn, may be the place were librarians meet parents and supply them with proper books.

In cooperation with pedagogists, a library may take an active role in fullfiling goals of the p e d a g o g i c a l Rehabilitation. The matter of teaching and geting proper education is of great impertance to the handicapped. The study of the world belongs to the natural needs of every human being.
Learning and acquiring knowledge help also to gain some independence. Therefore in most hospitals and care institutions teaching within a school programme is organized. Libraries, beside schools,

participate in the realisation of the assumptions of the teaching and up-bringing. It is important to remember that as in all rehabilitation efforts, emphasis should be placed on the abilities of the individual, whose integrity and dignity must be respected. The normal development and maturation process of handicapped children should be given the maximum attention. The World Programme of Action Concerning Disabled Persons [3] says: "the rehabilitation should take place in the natural environment, supported by community based services and specialized instututions."

The rehabilitation process means activities which lead to increasing of efficiency of the handicapped. Then, what does "handicap" or "person with a handicap" mean

"H a n d i c a p - a disadvantage for a given individual, resulting from an impairment or disability, that limits or prevents the fullfilment of a role that is normal, depending on age, sex, social and cultural factor, for that individual" [4].

For library purposes, it should be mentioned what kind of groups of handicapped people the two specialist sections of IFLA deal with: Section for Libraries Serving Disadvantaged Persons and Section for the Blind. The former Section focuses on services to members of the community who are not able to avail themselves of conventional library services, who need support in using these services or who need library services which are adapted to their special needs [5]. The latter promotes library services to the visually handicapped. The work of this section concentrates on edition and distribution of Braille and talking materials.

Then, one may say that the general term "handicap" comprises: visual handicap, deafness and hearing defects, physical handicap, speach and language disorders, intellectual and emotional handicap, physicaly and mentaly illness, old age, addictions, multiple handicaps which include the presence of more than one severe handicap.

Within the population of the handicapped, according to Swedish sources [6], people with reading disabilities constitute about 6 % of the whole population. These people need specially adapted library materials, as well as information and library services -

also adapted to their psychophysical abilities.

However, one should take into consideration the fact that disadvantaged persons are entitled to the same standards of service, as the general public, if not to superior service. Such services should be found in all types of libraries.
Some of the libraries offering services to handicapped readers are placed within closed institutions, like: hospitals, prisons, homes for the aged, the others within special schools or disabled organizations. Library services, to already mentioned kind of readers, are commonly offered in public libraries. In some countries (e.g. Sweden, Australia) the functions are performed usually by all public libraries. However in the United States I saw specialized branch libraries, which are similar to the Polish system. In the further part of my paper I'm going to talk about the Branch Public Library for the Blind and Handicapped Persons in Toruń, the town with a population of over 200.000.

What is, then, the function of specialized libraries and their staff in the rehabilitation process ? What is the role of reading, literature and knowledge in therapy, integration, making people interested in the world and in man, over coming depressions, pain and suffering which often accompany the disease, invalidity and old age ?

The library must be easily accessible, without any architectural obstacles, large, bright and colorful. Also, it must be well equiped, that means a library should possess proper tables, comfortable armchairs, easily accessible bookshelves, technical and audiovisual aids, pictures on the walls. One should remember about flowers, as well as about an exhibition of colourful books or some artistic works made either by the library users or by professionals. A library is the place with nice and friendly atmosphere, where the users can relax.

A hospital library differs much from a hospital ward or from a class room, therefore one comes here to forget about treatment, examinations, etc. There is no medical staff there either.
One may compare a library with an oasis in a desert, which can raise the tired travellers' hope, provide spiritual comfort and

let them forget their suffering.
The decision to enter the library already means something: it is a kind of manifestation of effort, of eagerness for a fuller participation in life, of an attempt to fulfil some tasks and to forget about dramatic thoughts. Visiting a library also constitutes a therapeutic filling in handicapped people's time. Such attitudes are characterized by the social aspects, as an attempt to see ones possibilities to impress one's family and the nearest neighbourhood, to use the library in the same way as people who are not handicapped. Visiting the library is also a wonderful opportunity to make friends or to talk to other people. A handicapped child often goes to a library with parents or with his/her educator. This child is usually looking forward to this visit, which means an effort but as well.

What about the library itself ? - Bookshelves filled with books and other library materials are waiting for their users. There can be found some appliances making reading and using the sources of information easier. In rich countries one may see additionally computers with special software, or some conveniences for deaf people as, for example, Telecommunication Device for the Deaf, TDD. Also, books of different shapes and various content are waiting for their readers. Next to traditional books there are large print books, cassettes, cassette records, play books, albums, signed books and captioned video films, easy-to-read books, encyclopedias, reference materials. Information concerning the stock of the library is provided by subject and alphabetic catalogues, by means of which a reader can find a book on his/her own.

A library should be the place where its user may feel free, may have an easy access to library materials, may touch and browse through them, even though it is done from a wheel chair or with the help of a magnifying glass. It also should be easy for readers to listen to talking books, or read the latest magazines and newspapers. If a book is not convinient for them, they will try to find another on their own. In case of lack of the wanted book, a librarian will be asked to deliver it from the central library. "It still amazes me - one of the readers says - that I can just walk in there any time and look through the shelves of taped books and talk to the librarian. I love the fact that I can go in there

and browse and make my own choices ... sit and read newspapers, sit down and rest there." It is a common practice that a hospital librarian leaves his/her work of place and delivers library materials straight for instance to hospital wards. There librarians often read books aloud or tell. the youngest patients some fairy stories.

In case of public libraries a question arises - do disabled readers prefer using general libraries or specialized ones, which concentrate on the work with them or with handicapped children's parents ? Unlike tendencies in many countries and the views included in the professional literature, the users of the library for the blind and handicapped people in Toruń definitely choose the second solution. The reasons for this choice are: easier access to the library, better knowledge of the building and the library stock. The fact that the users can freely talk about the book they have read or about the problem they have is of great value to them. Very willingly they take part in meetings and enterteinments organized by the library. They praize the possibility of staying in direct and warm contact with "their librarian", who knows the mental dispositions and individual needs of the users. The readers asked said that they prefer direct use of a library rather than receiving books by mail. A 73 year-old reader from Toruń, who annualy borrows about 60 talking books said "The library from which I borrow books is independent, well organized. I feel very good inside this library, there I can relax. The organisation of the library as an independent branch library satisfies me since the librarian has more time for may interests or for conversations about books".

It must be said that the librarian has been in charge of this library for 11 years, from when it was founded. This person is well prepared for her work, has taken part in many training courses and seminars devoted to the work of librarians with disabled readers. She also knows the library stock very well, likes her job and readers. Empathy, affirmation of life and joy constitute some features of her character.

One American librarian said: "It must be taken into consideration that librarians working in specialized libraries should like books, but people are more important ... The service should not be seen as just a job, but as a major part of your life" [7].

Personally, I am of the same opinion. Working over 20 years with disabled people I found satisfaction and joy in this work. I have learned much from them. Above of all, the truth that a good librarian by promoting convenient literature, establishing personal contacts and work, which is his/her major part of life can play a significant role in the rehabilitation of handicapped people.

A few words should be also said about the positive function of reading, about making wider use of the rich "arsenal of medicines" in the form of books as well as of awakening of the activities.

Reading is for the comprehensive development of Human being. "It is - as Glenn Doman writes [8] - not a subject like geography, but a brain function like seeing and hearing". The creator of The Institutes for the Achievement of Human Potential shows clearly, and illustrates with fascinating case histories, just how easy it is to teach a young child to read - and what a great benefit early reading creates in both the child and the mother.

Reading is a way to get knowledge and also has positive influence on the development of the brain. Therefore reading is used as one of the methods of increasing intelectual efficiency of children with intellectual disability. For this reason, proper materials as "bits of intelligence", word cards, reading material adapted and audiovisual aids should be also found in the library. Reading books is fun, a source of joy and an opening on to the world. There exists in man a natural desire for freedom and to acquire knowledge. A book just assists these processes. However, the problem emerges here - how to transmit the content of books to people with different disabilities such as aphasia, deafness ...? The necessity of publishing large print books, easy-to-read books, signed books or video tapes with proper descriptions on a large scale apears.

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But how to do it ? How to get money on these purposes ? Reading, listening, and even watching books is a kind of recreation, "fights" solitude. "Listening to the talking books - says a 60 year old person with physical dysfunction - is like having another voice in the house. I don't feel as if I'm alone. It's companionship".

The choice of the content of the book according to the type of disease or handicap is the method already proven in the therapy. It was checked that selected novels can help each of us to develop a deeper understanding of ourselves and of others, and furthemore that this understanding is necessary for health and fulfilment. Sets of recommended books constitute methodical aid for specialized libraries. Recently, the Department of the Library Service for the Disabled within the Province and City Library in Toruń has published the following: "Książki zalecane chorym" (The books recommended for the patients), "Problemy osób niepełnosprawnych w literaturze pięknej polskiej i zagranicznej" (Handicapped people in literature).

In the institutions for elderly and disabled people in Toruń, we are trying to put into practice the method called "reminiscence therapy" - the use of books, photographs and other materials to stimulate the memory of elderly people. The workers of the Department prepare for the pensioners and the patients talk about literature and discuss choosen books.

In the Branch Library for Handicapped People regulary there are held surveys of new publications, talks on some historical events, meetings with writers, different discussions, poetry evenings. The last of the mentioned forms of activities, is prepared the readers themselves. These people beleng to the "Talking Books Discussion Club", which has existed within the library. In 1991, totally, there were worked out 29 forms of activities with therapeutic background.

Let me mention yet the Disabled People's Art Gallery placed in the mentioned above Department building. The main purpose of the Gallery is to create the handicapped a possibility of presentation of their literary and artistic works. The possibility of

exhibition stimulates creation, compensates disabilities, aims at spiritual growth. For example, last year, the exhibition of wooden sculptures made by a blind artist was opened. He not only sculptures but also writes diaries and can play the violin.

On another exhibition 86 distinguished pictures painted by handicapped children were presented. These numerous works were the result of the contest under the title "My favourite book character", in which over 300 children took part. Some of these children came in their wheel-chairs and for the first time they saw their works put on exhibition, for the first time they had an opportunity to see the library. They seemed to be happy. Exhibitions, apart from already mentioned functions, aim at the integration of the handicapped with healthy people, presentation of an artistic potential of people who do not fit health norms. We try to express this truth to all the groups of visitors, mainly young people, who come to see the Gallery.

By presenting the Gallery and the Library we tend to raise healthy people's awareness of the problems connected with the handicapped and of the importance of an artistic creation in their rehabilitation process.

It seems that the matter at hand has not been sufficiently examined and veryfied empirically. The role of libraries, reading and artistic creation in the process of widely understood rehabilitation should, perhaps, be made the objective of research conducted by the Section for Libraries Serving Disadvantaged Persons. It could also be the subject of the international cooperation within IFLA in the near future.

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IFLA GENERAL CONFERENCE NEW DELHI 1992

Division: Libraries Serving the General Public

SECTION/RT: INTAMEL

27-INTAMEL-1-E

WORKSHOP THEME (IF APPLICABLE):

MULTICULTURAL LIBRARY SERVICES FOR IMMIGRANTS IN QUEENS COUNTY, NEW YORK

Adriana Acauan Tandler
Head, New Americans Project
Queens Borough Public Library
Queens, New York

1992

For internal use only:

Meeting No: 111

SI: yes/no

Estimated number of participants in the meeting:

Abstract

Unprecedented population shifts have presented the Queens Borough Public Library with new challenges. Multi-culturalism has replaced the melting pot and new populations must be served. Queens County, New York City, is one of the most ethnically diverse areas of the United States. The paper describes how a large urban public library attracts new immigrants, provides them with meaningful services and helps them acculturate while preserving and celebrating their cultural identities.

Multicultural Library Services for Immigrants in Queens County, New York

Political events and socio-economic factors are changing the face of the world. New countries come into being, borders move, populations shift. In the process the melting pot theory had to be abandoned as cultural diversity is seen to be the reality and multiculturalism the new paradigm.

For libraries the challenge of these changes is to devise creative methods to attract and serve new users and to help integrate the new populations without threatening their unique traits and cultural characteristics. As it is aptly put by New Zealand's Roy Carroll: "...a library has a responsibility to serve all sections of the community. To make libraries accessible to everyone, we need to move outside the normal pattern, retrain ourselves, and alter our approach. If we do our work properly, libraries can play an important part in developing a healthy multicultural community."[1]

In the United States, the recent demographic changes are the most dramatic since the turn of the century. The third wave of immigration which started approximately twenty years ago, shows no signs of decreasing, and demographic projections tell us that by the year 2,000, many of our communities will have not a single majority, but many.

The county of Queens is one of the five boroughs of New York

City. Traditionally a borough of immigrants, one third of its nearly two million residents come from over 100 different countries, and one third of its residents speak a language other than English at home. A book on immigration in New York describes Queens most recent population shift as follows: "Between 1965 and 1979 more than 304,000 immigrants from every part of the globe streamed into Queens.... The #7 subway train which links [them] to Manhattan is sometimes called 'the Orient Express' in their honor.... The area has been transformed into what two New York historians call the most diversely populated immigrant neighborhood in the world."[2]

For the Queens Library, the challenge of change has been to reach out to new populations, the majority of whom were not library users in their native countries, and offer materials and services as meaningful to their new lives as those offered by other agencies.

In keeping with the Queens Library tradition of social responsibility and of serving the total population of the borough, the Library's Mission Statement reads in part: "The mission of the Queens Borough Public Library is to provide quality services, resources and lifelong learning opportunities in books and a variety of other formats to meet the informational, educational, cultural and recreational needs and interests of its diverse and changing population."

Parallel to the traditional services offered by its Central

Library and 62 branches, the Queens Library initiated a strong outreach effort in the 1970's, that included services for illiterate adults, older adults, the physically impaired, and new immigrants.

Initiated as a pilot program with federal funds in 1977, the New Americans Project (NAP) became an integral part of the Library's budget and services in 1981. Today, we are an office staff of six professionals and two clerks, and a field staff of 25 part-time English-language teachers.

While in past immigrations most newcomers to Queens as well as to other regions of the country came from Europe, 1990 census figures show that current immigration is mostly from Asia, Latin America and the Caribbean. Since 1980, the Asian population of Queens has increased a dramatic 137.8%, bringing the total to 229,830, while the number of Spanish speakers grew by 44.6% to a total of 381,120. In Jackson Heights, an area of Queens with a very active branch library, a local church conducts the 10:30 Sunday service in English upstairs, in Korean downstairs, in Mandarin Chinese next door, followed by a 12:15 service in Spanish. Citibank's automated teller machines have used English, Chinese and Spanish displays for the last ten years, and in the next two, the bank will say "Hello, how may I help you?" in eleven languages.[3]

The borough's diversity is mirrored in the diverse enrollment of our English as a Second Language (ESL) courses. Since

1979, more than 20,000 students from some 75 countries and speaking over 50 languages have participated in our program. Free classes take place in libraries in every region of Queens and are taught by teachers who are specially trained to teach linguistically mixed classes of immigrant adults.

The curriculum is based on everyday situations and along with grammar, the students learn to participate fully in their new community and their new country. The idea that individuals by joining together can sometimes effect change, was very well learned by one of our recent classes. Shortly after the lesson on the American system of government, we received a petition signed by all members of the class, requesting the establishment of a more advanced class for the following term, so that they could continue their studies. As library director Constance B. Cooke, a strong supporter of outreach and a pioneer in services for populations with special needs states: "We created an awareness of ourselves and encouraged them [immigrants] to make demands."[4]

While some people in the United States maintain that immigrants should be legislated to learn English, we see a tremendous motivation, a real hunger for learning in our immigrant communities: to guarantee themselves a place in class, people line up outside some of our libraries at 4:00 in the morning for a 10:00 a.m. registration.

A library lesson tailored to the Queens Library has been

developed and integrated into the curriculum, and all students receive a library card and a tour of the library. It is a strength of our program that we can provide a first step in establishing a life-long library habit for our students and their families. Students are further drawn into the library orbit by being made the first recipients of announcements of new services, new collections, and of performing arts and coping skills programs.

Along with English courses, Coping Skills programs are a vital link between immigrants and their new environment. As noted by J. Fuentes Romero in his paper presented at the 1991 IFLA Conference in Moscow, (my translation), "The first problem the new immigrants encounter, is along with the language, the lack of knowledge of the very institutions that could help them. The newcomer will need information about job opportunities, health, housing and children's education."[5]

Initiated in 1986, the Coping Skills component of NAP presents most workshops in each of the three major immigrant languages of Queens: Spanish, Chinese and Korean, although there have also been programs conducted in Romanian, Polish and Haitian Creole. The speakers are professionals who have native fluency in the target language and the ability to present complex information in an accessible manner.

Topics are not imposed, but developed with the speakers, who are immigrants themselves. As Kathy Breen, the Coping Skills

Coordinator says: "The speaker is involved from the start in planning the program content. A good starting point is for the speaker to respond to the question 'From your perspective, what information do you think newcomers to this country need that you could help them with?' In this way, I can note what are the strenghts of the speakers and can avoid shaping the program to my own preconceived idea which may or may not be on target."[6]

Programs on immigration law, tenant-landlord relations, job search skills, career planning, workers' rights, and health issues such as Alzheimer's disease, alcoholism and depression, have attracted large audiences. We have also had much success with workshops focusing on children, such as parenting skills, orientation to the U.S. system of education, and developing at-home activities to enhance school readiness.

Nearly 8,000 immigrants have attended the coping skills workshops since 1986. Resource sheets are distributed at all programs, containing addresses and phone numbers of organizations that can further assist immigrants. For many new Americans, these programs are the first link with social service agencies who understand their way of thinking, their needs and aspirations. Most, if not all of these agencies, have bilingual staff who are only too glad to come to the library and speak about the services offered. While we introduce immigrants to library services, we are then also linking them to agencies in a most effective manner.

While we want to forge links between new immigrants and local organizations, we do not want to melt down the links between immigrants and their native languages and cultures. Immigrant languages and cultures are not disposable goods to be recycled and assimilated, but rich fabric to be added to our multicultural tapestry.

When we present programs that celebrate the cultures of immigrants in our communities, we attract new customers to the library and foster ethnic pride. Through the bilingual flyers that promote the programs, the bilingual introductions that precede them, and the book displays that accompany them, the library lets it be known that immigrant cultures, crafts, and performing arts enrich the American cultural mosaic.

Since 1977 a total audience of 28,000 have attended programs of an astonishing variety: folk music from Central Asia and the Andes; opera from Italy and China; dance from India and Haiti; poetry from Nicaragua and Greece - to name a few.

For some ethnic groups and some forms of art, concerts in libraries are one of the few ways to keep their art alive, not only in America, but in their home country as well. At different times we have presented music from Chile, Afghanistan and El Salvador that for various reasons could not be heard in their countries.[7]

We try to attract a mixed audience of immigrants from the artist's ethnic group and a cross section of the rest of the

neighborhood where the program is presented. Because our audiences are mixed we try to present artists who can elucidate as well as perform. One of our goals is what Canada's Leonard Wertheimer called "cross-cultural enlightenment."[8] We want to bring our Queens neighbors together to share the ethnic feast.

Where do we find our speakers and performers, or for that matter, our audiences? We do a great deal of outreach and networking. From the project's beginning we have worked cooperatively with community, city and ethnic organizations. As a result, we have been able to form a network of resource people and have been recognized as an important link in this network.

We telephone and visit organizations, and enter the information we gather in a database; we maintain mailing lists arranged by ethnic group; we are interviewed in the immigrant press and on ethnic radio and television. And we have published a directory ofimmigrant-serving agencies the second edition of which lists 414 services offered in Queens by 200 agencies in 23 languages.

Some of these agencies help us plan and promote services; some refer speakers, artists and ESL teachers to us; some co-sponsor our programs; some come to us for advice as we benefit from theirs; all have an important role in our assessment of the community and its needs. In short, we work together and share our resources.

The success of services which "move outside the normal pattern" is rooted in both outreach and networking. If we are to reach newcomers and to bring them to our libraries, we must establish partnership with other immigrant-serving organizations. If we don't reach out, immigrants will not come in.

A multilingual books-by-mail service reaches immigrants before they walk into our libraries. For this service we maintain special collections in Chinese, French (for Haitians), Greek, Italian, Korean, Russian and Spanish and we pay postage both ways. Descriptive order lists of about 100 titles each are distributed through ethnic organizations and other community agencies.

Mail-A-Book is not intended to replace regular library services. It is primarily an outreach and publicity tool and it is often an immigrant's first contact with the services of an American public library. This service says: we respect your language and your culture and we want to serve you. We receive letters of appreciation in seven languages. One letter combined appreciation with a plea: a father wrote thanking us for the Chinese books we sent his daughter, but asked us not to send any more until the summer. She was neglecting her homework to read the martial arts romances that are a very popular genre of Chinese fiction.

The titles on the lists are of a popular nature and give new

readers an idea of collections in our libraries. When readers have borrowed all the titles and ask for supplements to the list, we send instead information about library collections and invite them to come to the library to borrow from these.

In our branch libraries, martial arts or classic swordsmanship novels have a place on the shelves, as have romances, mysteries, science fiction, cook books, biographies of celebrities and best sellers. Once solely dependent for their language needs on the Central Library's rotating collection which is heavily weighted towards literature, branch libraries now have a direct line to the New Americans Project.

When we buy books in Queens' immigrant languages we do it with the general reader in mind. Depending on demand and circulation, we also buy poetry, history, serious fiction, both original works and translations, as well as materials to learn English.

One of the findings of a public opinion poll commissioned by the library some years ago was that Spanish speakers were not using the library as much as other groups. A campaign was then launched, and sizeable Spanish language collections for the general reader were placed in seventeen of our libraries. Materials were attractively displayed in prominent areas under signs that say "Libros en Espanol." Periodicals, audio and video cassettes and compact disks were purchased along with books. The applications for borrower cards were translated

into Spanish and a bilingual brochure called "If you speak Spanish we want to be your library" was widely distributed.

Three years later, a second poll determined that Spanish speakers were using the library as much as the general population, and our circulation shows that they read everything, from Cervantes to Superman.

The better we serve immigrants, the higher our circulation rises. Among city libraries, Queens' annual circulation of 13 million items leads the country.

Investing in immigrants is also cost-effective, an important consideration in these days of scarce resources. The cost of serving our total immigrant population is less then $1.00 per capita, approximately 2% of the library's budget. With this modest investment the Queens Library attracts thousands of newcomers and provides them with meaningful materials and services.

A recent editorial in a local newspaper referred to libraries as "community survival centers...gateways to job skills and contacts [that] aid illiterate and non-English-speaking adults, whose kids need parental support as <u>they</u> learn to read."[9] With a modest financial commitment supporting a generous offering of services and materials, the Queens Library is indeed a gateway to a better life for immigrants and for everyone.

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IFLA GENERAL CONFERENCE NEW DELHI 1992

Division: Libraries Serving the General Public

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28-INTAMEL-2-E

From Reading Promotion to Media Literacy -

Public Library Services for Children and Young People

by

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Abstract

Children use to be the most numerous users of public libraries. But empirical researches have predicted the end of reading-cultur. They warn of increasing analphabetism even in countries of high technical standards and good educational systems. Reading promotion in public libraries should start at a point where other institutions are not successful. In our future library work with children and young adults libraries will have to help to find one`s way in all of the multi-media, to make feel competent in using them in every day`s life.

- From Reading Promotion to Media Literacy -

Public Library Services for Children and Young People

The end of reading culture?

Never before, ever since the beginning of the history of letter press printing has the amount of printed materials been greater than today. At the same time, the public press of the 80ees has predicted the imminent end of reading culture - a shocking prediction for all those who are engaged with books, so also for librarians.

What is the reason for such a pessimistic forecast? Is it the fear that marketing laws will dominate and the new technologies and media will replace the book? One fact is certain, the new media have spread to such an extent which the medium 'book' never achieved.

Empirical research has meanwhile found out, thus setting our minds at rest, that the book still holds a steady place in the media field (1). It still has advantages when compared with other media, e.g. the reader can decide himself with what speed and at what time and place he wants to read the book, and for this reason it cannot be simply replaced by any other medium. So reading culture is not yet at an end? Contrary to the loud announcements of the press based on false interpretation of statistical surveys (2), empirical researches have proved that reading even nowadays is a fixed part of the daily routine, especially with children and young people. These, in certain phases of their development, spend much less time watching television than adults do (1). Nevertheless, the time at disposal is distributed differently than twenty years ago: among diverse media, the availability of which depends on the equipment existing in the children's rooms.

But all the same: the growing number of secondary illiterates in the industrial countries is alarming. This leads to the conclusion, that we are not necessarily heading towards the end of reading culture, but media researchers are warning more and more concerning the increasing knowledge gap: with the speedy development of new technologies and the increasing presence of media, the gap is broadening between those, who can handle these and are thus in a position to obtain every type of information they require, and those who are lacking abilities to do so. Reading, as a cultural technique, is the basis for the active handling of the majority of the media and therefore reading promotion is doubtless necessary.

Reading promotion meanwhile has become a term with inflationary tendencies: numerous institutions use it for their purposes. Now and again one gets the impression that reading promotion is used to support the sales market for literature.

It is time to consider what results all well-meant speeches and programmes have achieved for the group of unpractised readers and those with poor reading skills aimed at. It is time that the libraries define their own part in supporting reading.

The Part of the Libraries in Promoting Reading

Reading is one of the methods possible to achieve culture, knowledge and information and serves for amusement and relaxation. It is the duty of pedagogic institutions to teach people to read and not that of the libraries. But it is their duty to support people when they acquire the ability to read, to retain this ability and to promote the pleasure of reading. Reading promotion in libraries should start there where the parental home, school and similar institutions do not provide this or not to a sufficient extent.

"Pleasure in reading" is not necessarily the aim of parents in educating their children. In a questionnaire in 1988 among 16 requirements "What should children learn for their later life" (3), 39 % answered "Enjoy books, like reading" (multiple answers were possible). Thus this educational aim reached position 11. In the same questionnaire 53% of the people questioned did not remember having had an education in reading worth mentioning in their parental homes.

It is also not the main issue in schools to make children enjoy reading. Achieving the ability to read is on the teaching curriculum, decoding the letters, first of all to produce a word and then a text in order to understand their meaning. Instructions in literature later on are also not intended to make reading a pleasure: when trying to understand the contents of the books read at school, an interpretation in the direction as laid down by the teacher is the aim rather than individual pleasure in reading for the student.(4)

Support of the individual process of learning to read, promotion of the individual reading practice and developing a pleasure in reading must, therefore, be the main aim when libraries want to operate with reading promotion. How do they achieve that?

Children are never too young to make use of a library. Even before the process of learning to read starts, they can gain their first experiences in handling books: looking at picture books together, story hours and picture book cinema are the most popular offers made to the very young in many libraries. Books as part of their games make them curious and permit an active participation of the small listeners in the process. When they first learn to read, reading on their own is a challenge, where a po-

sitive or negative experience already can influence future reading habits. Here, it is necessary for the libraries to offer a multiple collection of books for the various stages of reading ability of the child: with contents suitable for all ages, with a progressive amount of text, which also makes it possible for poor-skilled readers to have a positive experience. Events like authors' reading hours, fairy tales recitations, childrens' theatre and similar happenings make children feel, that a library is a place in which they can have fun with books and an interesting world of reality and fantasy opens up. In cooperation between schools and libraries it is most important for librarians to make clear that the use of the library and the choice of reading material is of the child's own free will, even if the results are only comics.

The availability of a multiple, comprehensive book stock is the most important criterion to encourage reading, to assist in developing an adequate reading ability, and thus to produce the enjoyment of reading. The wish to read, means the desire to experience the fascination of the reading material and to discover one's own competence to select the reading material.

Encouraging Reading in Libraries - a Political Issue

"No time - no money - no staff" are surely weighty reasons preventing the active implementation of plans promoting reading after it has been realized that these are necessary. This makes promoting reading to a political issue. Unfortunately, the general economic recession often makes a reduction of services necessary. But by reducing library work with children and young people the libraries are rendering themselves a bad service. The development of reading habits is based on developing phases in childhood and cannot be measured against a uniform standard but requires continues observation of the reading behaviour of children, their reading habits and the changes in the way they experience their environment (children's culture). Reduced inclination to read in childhood is hardly compensated in adult years.

In this connection, permit me to make a remark concerning staffing level. Especially in library systems in large cities in Germany, the "allround" librarian is increasingly asked for, due to the poor staff situation. The training colleges in the majority of cases offer very little specializing facilities for work in children and youth libraries. Here it is urgently necessary that additional practical training courses are offered, which make the problems of library work with children and young people obvious to all again and the effective work in reading support possible.

The training institutions should aim their offers more than ever before at the duties of the libraries to promote reading. It is not enough to pass on knowledge about literature for children and young people. In order to meet the increasing amount of non-readers it is necessary that the present evaluation in building up holdings with the high placed goal of "the good book for young people" should be reconsidered. Literary quality or even pedagogic intentions are not a guarantee for a positive reading adventure. The majority of children and especially young people - even in highly industrialized and technically developed countries with their numerous educational and training systems - are not readers in public libraries or have ceased to be readers some time; possibly because the library did not meet their requirements.

The IFLA Standing Committee, Section of Children's Libraries, has taken up the subject of training schedules for librarians for library work with children and young people. It intends to evaluate the programmes of training institutions and plans to work out recommendations for the special professional subject of library work with children and young people.

Children's and Young People's Everday Life with Medias, or are Books the better Media?

The reason why I have spoken so far only about work with books in connection with promotion of reading is, that acquiring the ability to read is the primary condition for handling up-to-date technologies and new media. It also cannot be denied that we cannot do without these media in our everyday life. Whereas about thirty years ago the printed media were the only existing and for the child available media, nowadays children of pre-school age already posses cassette recorders which they can use at random to hear their cassettes with children's songs or stories. Later on, walkman, radio, television and nowadays a CD player are added. A simple personal computer today also belongs to the standard media equipment in the child's room. The media enable the child to gain access via vision or sound to the adult world without the precondition of having to be able to read.

In an essay, a German media pedagogue described the everyday media experience of three young people as follows (considerably shortened, slightly changed (4)):

"After school Thorsten retreats to his room to relax. He puts on his earphones, grabs the local daily newspaper, later on a periodical, and enjoys his favourite music. In the late afternoon he goes off to his volley-ball training. When he comes home he meets his father in front of the television set. Thorston joins him, at the same time eating and talking about this and that. The tele-

vision set does not interfere with these activities. By the by, one gets to know what has happened in the world. At the weekend, especially during the cold season, his father recently brought along some video films. In that way the video recorder replaces the cinema, especially if there is nothing of interest on tv.

His friend Klaus (12) was presented with a personal computer for Christmas. In the meantime he has read most of the introductory manuals, although he generally does not read such "dry" books. He proundly demonstrates his first programmes: an exercise for English vocables and statistics about soccer results. He is now working on a programme about electronic music.

His sister Heike (14) is not much interested in her brothers' computer hobby, but now and again she makes use of his vocabulary programme. Heike has always read a great deal, and she still does so today. She is engaged in animal preservation and has subscribed to an analog specialized journal. She mainly uses the video recorder to record animal films. She has catalogued them neatly, and she has already written some articles about threatened animal species for her students' magazine."

This is surely a stereotype description, but it makes certain points clear:

1. Making use of all types of media belongs to the everyday routine of children and young people and cannot be done without any more. Printed media are no longer the only source of information, relaxation and acquisition of knowledge.

2. Different types of media are used alongside. "With the development and spreading of new media, the old ones do not disappear, they only change their function: they loose certain functions and at the same time take over new ones (e.g. television - cinema - video)." (5)

   The use of a certain media is governed by its appropriateness and the conditions of the situation (Kübler a.a.O). During the child's development and the biography (here also during the different seasons) the use modem changes, as can be perceived from empiric studies (6).

3. The children/young people described have grown up with the media and make use of them as a matter of course. But not enough, they are by no means victims of a media flood but have acquired competence in handling them (music and reading for relaxation - computer as occupation for leisure hours - book and periodical for entertainment and information - video recorder for entertainment and active documentation).

The media pedagogues of the 80'ees have uttered urgent warnings concerning the effects the media flood would have on the rising generation (e.g. Neil Postman). It is surprising, how little criticism is allocated to the medium book and how much other media are defamed concerning their effects. The "good book" cannot be compared with a computer game or film. A comparison of media can only be made with contents of equal quality in connection with their media respective processing. The book is not in every case the better medium. "Old and new media can be complementary to one another in a sensible way. The child that reads does not need an auriola, the book does not need a museum to protect it" (7).

Making the most of Reading and Media Use as Part of Reading Promotion in Public Libraries

In numerous professional publications which define the activities of the public library it is pointed out, that the change in social development also affects the functions of the library. New technologies and media are already being applied in many libraries, at least in the cities of high-tech countries. Childrens libraries are no exception in this respect. Children are said to be the busiest users, but at the same time also the busiest users of new technologies and media - as far as they have access to them. And that is the point where the problem arises:

When building up holdings, priority still is given to printed media. I have not yet seen an almost equal balance of media in any library in my country. On the contrary, in arguments towards the funding authorities it could often be heard that as there was not even enough money for books, building up media holdings should not be started; or the financing authorities critized libraries for spending public money to buy what they consider "poor quality" media (radio plays, popmusic etc.). The professional staff also expressed reservations concerning the "value" of media. The city state of Hamburg provides a typical (bad) example: videos are so far not available, computer software was first offered in 1991. In many cases holdings were built up in Germany with a view to reaching easily high lending results (8); a proof of an inconsequent holdings policy.

New technologies and media are not included in the culture which is represented by libraries and therefore their handling is not supported. This is drastically contrary to the development of the market. But where else, when not in libraries, can they be integrated in culture? Where else can people, especially children, get information about the types offered and gain experience in handling them in order to get competent for using them later on.

Here the same applies as for reading promotion: education for reading is not our job, neither is media education, but promotion of reading is and also support to acquire the ability to handle media: their choice, offers on the market, providing them and advice concerning them, and to apply it there, where the parental home and school omit to do so entirely or not in a sufficient manner.

Reading promotion nowadays must include equally all media. Projects for promoting reading should at the same time support other media which provide children with "knowledge about all media, about appliance measures and the ways they function" and "show them a way out of passive consumption and so to stimulate their creativeness, phantasy and judgement"(9). Book fans, computer and video freaks - as kids of their time, they all have to be helped to become competent to make sensible use of all media and to prevent that it is only the privilege of a chosen few, who can inform themselves increasingly better by making use of a continuous technical development, wheras the others are left without. It seems to me, that micro-electronics are only at the beginning of their development. Libraries should not miss their connexion to futuristic children library work.

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Division: Libraries serving the General Public

Section/RT: Mobile Libraries (RT)

69-MOBILE-E

Joint Meeting with:

WORKSHOP THEME (IF APPLICABLE):

Mobile libraries in Finland
- Culture brought to your doorstep

by

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Abstract

Mobile Libraries in Finland - culture brought to your doorstep

Tuula Haavisto

Mobile libraries can be seen as part of the previous Finnish regional policy. It has been an official policy in Finland target to keep the whole country populated. Cultural and information services are one of the means to reach this target. In a sparsely populated country like Finland some services are even put on wheels: mobile libraries are an example of this since 1961.

This policy is now undergoing chances, and at the same time an economic depression has quickly deepened in Finland. The tax revenue of the state and municipalities are declining. Now all public services are scrutinized very carefully. Mobile libraries seem not yet to be in a great danger. At the same time new strategies to develop mobile libraries in Finland are beginning to be formed. A very popular idea is to combine the mobile library services of several municipalities. Cooperation with other municipal services are planned, too.

The standard of mobile libraries in Finland is high. According to a standard accepted in 1989 by the Mobile Library Committee of the Finnish Library Association e.g. refrigerators and toilets are nowadays regarded as necessities.

Mobile Libraries in Finland
Culture brought to your doorstep

A proper understanding of mobile Finnish libraries requires some basic knowledge about the regional policy in Finland. Finland is a sparsely populated country: the population density is 16.4 inhabitants/land-km2 while the equivalent figure in India is ca. 335/km^2, in Japan 324/km^2, in the EC area 144/km^2, in the USA 26/km^3 and in China ca. 125/km^2. Besides this, the population is scattered all over the country. The regional policy followed in Finland after the World War II has always aimed at having the entire country populated, with special emphasis on keeping the country's agriculture alive. The very northern location of Finland results in the fact that the agriculture cannot survive without financial support - and without agriculture again, the scattered settlements cannot exist. The choice made in Finland differs from the one made in Sweden where the concentration of the population in cities and the southern parts of the country is much stronger. Finland's other neighbour, Norway, a long and narrow country, follows an even more clearly uniform regional policy: the Norwegians have always had a very clear regional identity and they keenly protect the viability of their own neighbourhood, right up to the fjords of the Arctic Ocean.

During the past two years there has been, however, a change in the Finnish regional policy: the country is no longer so keen to keep scattered settlements alive, financial support to agriculture is regarded with increasing disfavour, and a general feeling exists that only "areas viable by nature" should be populated. The laws prevailing in the market economy of all western countries are being extended to the area of regional policy. Formulas are frequently offered to developing and previously socialist countries. Irrespective of the above, but a fact with a similar impact, is the economic depression which had a strong start in Finland a year ago and quickly grew. As a result of this depression, the unemployment figures have reached new record figures and considerably decreased the tax revenue collected by the state and the municipalities. This has forced the cutting of activities financed by public funds.

Thanks to the regional policy practised previously, Finland has a well developed network of mobile libraries. The aim has been to offer cultural services even to the most remote areas, which in practice means a stop of the mobile library even in small villages. It has been said that the cultural services are brought closest to people by libraries. Besides this function, mobile libraries have played the role of school libraries for smaller schools. It is true that to a great extent the Finnish library network lacks school libraries. Their task has been generally carried out by public libraries.

The Finnish library institution is as a whole well developed. An estimate has been made according to which approx. 80 percent of the population (total population 5,1 million) has library services of a high standard at their disposal. Finland is yearly competing with Denmark about the world record in lending. During the past few years 18 books, recordings, magazines or other material was borrowed in both

countries by each inhabitant. The equivalent figure in other European countries is in general below five. In Finland the library has two clear roles: first it provides information and secondly offers cultural services. The tasks of libraries differ: when people are in the need of information services, they come to the central library, whereas the mobile libraries are mostly visited when fiction and especially books for children and young people are needed. There is still one feature worth mentioning in the Finnish library function: cooperation is in general reagarded as a positive thing. The library network in Finland, with all libraries willing to lend and give copies of library material to each other, in order to get similar services, functions partly on a voluntary basis. The pressures to further widen and deepen this cooperation are still high.

Mobile library belongs to municipality

A mobile library is maintained by the municipality library, i.e. the public library. Sometimes many municipalities share the services of one common mobile library vehicle - this is because some Finnish municipalities are very small. There are signs that mobile libraries will be more common in the near future. The state contribution towards the costs of mobile libraries is similar as the one given to other municipal libraries: the state pays a fixed amount of the library costs with regard to the wealth of the municipality. This year the percentage scale varies between 55 % to 86 %. In 1993 a new system will be introduced in which the shares of the state and the municipalities will be redivided. The new percentages will be 45 % - 60 %. Special state support is given for the purchase of a mobile library vehicle. The Ministry of Education will decide yearly which municipalities are allowed to purchase mobile library vehicles. The cost of a mobile library vehicle is high: the purchase price of a typical Finnish mobile library, 11 x 13 metres is approx. 1 million FIM (225 000 USD). Out of this amount the state pays 6-94%. A mobile library may be used in Finland approx. for 15 years.

The mobile library vehicle is covered by an insurance, i.e. the insurance company and/or the municipality pays for the damages.

Library staff controls quality

The staff working in mobile libraries in Finland has been for many years working in close cooperation with the frame and chassis manufacturers of mobile library vehicles. In this way the models and their effectiveness could be improved. In 1980 a mobile library vehicle standard was prepared and laid down as the basic standard for mobile library vehicles. This standard was modified in 1989. Within the product development field the very latest arrival is at present ADP in library vehicles. When

the number of loans during one round of the vehicle can rise as high as 1 200, some municipalities have worked out an applied version of their ADP loan system to be used in the mobile library vehicle. In general they follow the due date system. The real time system, using the wireless phone, is being tested in two municipalities. It would seem that its use is not viable in the future. The most common lending system in Finnish mobile libraries is still the one done through a camera.

The equipment standard of library vehicles could be described by the following figures: approx. one third of them have radiophones as well as a reading device for micro cards. The toilets and refrigerators belong to the standard equipment. Some newer vehicles have also a provision for entrance with a wheel chair, i.e. they have a lift for the disabled. These lifts are, however, still very few. Separate bridges for the disabled are hardly in use - they have been found to be clumpsy and difficult to use by both library staff and the customers themselves.

The Finnish Library Association had a committee for mobile libraries for a long time and its task was among other things to prepare the before mentioned standard, arrange yearly meetings with mobile library staff and be in touch with the manufacturers of library vehicles. In 1989 the committee made an enquiry about mobile libraries and the outcome of that query formed the basis for my topic. The situation, however, changed in the beginning of this year. The Library Association changed over from permanent committees to task centred ad hoc working groups, and as a result of this change, the work of the mobile library committee was redivided. The cooperation with vehicle manufacturers was transfered to the Ministry of Education (being the main financer) and to the Government Purchasing Centre. The meetings of the mobile library staff are planned individually; the staff working in mobile libraries is encouraged to participate in the general professional training courses. One of the reasons for the organizational change in the Library Association was the fact that there was a wish to narrow the division of departments and to bring closer together the staff working in various departments. E.g. "the mobile library ghetto" was not wanted inside the library services. I shall later revert to the issue of the culture inside the working communities.

Some figures and other indicators

There are 460 municipalities in Finland and 220 mobile library vehicles, the operation of which started in 1961. In the south-western archipelago there is also one library boat. A speciality among mobile libraries is the library vehicle operating in the northern Lapland, which besides Finland makes rounds also to Norway and Sweden. Its "homested" are the municipalities of Utsjoki in Finland and Karasjok in Norway. Approximately one third of the vehicles have continuously a staff of only one person, meanwhile about one fourth have at least two people on their routes. The average weekly length of the route varies between 200 and 1000 kilometres. In only a couple of cases in Lapland, an overnight stay is needed along the route.

In small municipalities the selections of mobile libraries are supplemented by the library's collections but in municipalities with a population of 50 000 or more, the mobile library has generally a collection of its own.

Mobile library as a working community

In the enquiry made in 1989 the mobile library committee of the Finnish Library Association asked library staff about their work satisfaction and attitudes towards work. The outcome proved that people had worked for long periods in mobile libraries: the average length of employment was 10 years and about 20 percent more than 15 years. The employees thought that the independence of their work was the greatest asset in working in a mobile library. They thought that they were able to develop themselves enough in their work and felt that the feedback from the public was sufficient, whereas the staff of other library departments and the management was thought to value too litte the mobile library staff. In areas with small population the work satisfaction was at its highest. In bigger towns the decision-making in many issues is moving to a considerable distance from the operational level. This was also reflected in the answers given. In about 90 percent of the answers, however, it was stated that the work was experienced as important and valuable. The customer service was felt difficult by 2/3. The customers are getting more and more educated and consequently ask more difficult questions; on the other hand there is only a little room in the vehicle for any instruments for finding information. Another difficulty was the lack of working time inside the proper library building: there was not enough time in the library to concentrate on the clearing of all orders and other requests collected along the route.

In the Finnish mobile library communities also the difference between the male and female cultures is felt. I am not going to go deeper into this issue but state the fact based on my own experience and the research done on the issue: the climate in working communities is different depending on the prevailance of either the feminine or the male majority. In Finland 90 % of the staff working in libraries are women, including the leading positions.

In the mobile library departments again, at least a half of the staff are men, especially the drivers of the library vehicles. The drivers usually have a more limited library education, which does not qualify them for other jobs in libraries. They often value practical skills, especially the management of technical issues, more than the knowledge of library material emphasized by the librarians. Another aspect should be added to this; there are two possibilities in the identity of the library vehicle drivers (male): to regard the driving of the library vehicle and its technical maintenance as his most important job, or to feel that he transports culture to the people. The first mentioned alternative is more common. As a result of this an organizational culture is born within the staff working in mobile libraries, which differs strongly from the

culture in other libraries. Some libraries reacted to this in a negative, some in a positive way. It is possible that a mobile library is felt in a negative way as a nest of the male culture inside an otherwise female working culture. Academically educated female library directors do not necessarily possess the means by which to lead men with less education. They are not authoritarian enough. The library requires more knowledge and expert skill about organizational management, not a mentality of commanding people, a characteristic, which seems to be very effective when dealing with some mobile library vehicle drivers. It is true that the difference in working community dominated either by male or female members does not, however, result in an open conflict but in very rare cases. On the other hand men are in many libraries felt as a positive thing, which forms a balance to the working culture otherwise dominated by females; male librarians are regarded as fare and sound-minded working mates.

Statistics decline - what to do?

About 70 % of the mobile library staff works in municipalities with a population of less than 20 000 inhabitants, i.e. in scattered settlements. The number of people living in the Finnish hinterland has been continuously decreasing. The ones remaining behind, are most often the old people. This is reflected in the lending statistics of mobile libraries; they have been declining for a long time now. Fateful conclusions for the mobile library vehicles have, however, not been made until last year when the before mentioned depression started to eat into the tax revenue. Because all libraries are forced to cut their budgets with many percent, the user statistics of all forms of activities are scrutinized even more carefully than before. Until now, only few municipalities have stopped their mobile library services. It would seem that a more general solution is to seek cooperation with the neighbouring municipalities and to share costs with their libraries. In most cases this is a reasonable solution also for the route planning. The budget cuts may also mean that small lending stations will be replaced by mobile library stops and therefore the work of mobile libraries may also increase.

In towns mobile libraries have a slightly different role from the one in scattered settelements. They make rounds in new housing areas, which do not yet have a fixed library. They also visit schools and institutions, e.g. prisons. Even in towns the user statistics of mobile libraries decline or remain unchanged. On the other hand the work in two shifts in mobile libraries is most common in towns, which means that the vehicle is more efficiently used.

Until now the staff working in mobile libraries has reacted to the decreasing use of their libraries by only expressing their concern. New or mutual solutions have not been very noticeable. I think that we should take a much wider perspective to the mobile library issue: the mobile library vehicle belongs to the municipality and it could

be also used for other purposes besides the transporting of library material. It might be necessary to introduce cooperation e.g. with the authorities responsible for physical education and training within the municipality. In one Finnish municipality they already use the mobile library vechicle and its micro computer during sports competitions as a counting station for recording results, which during the cold winter times especially is a welcome treat for the organizers. There are also other cooperation possibilities inside the communities - maybe with a more daily nature.

I would like to finalize my presentation by the following conclusion.
I think that a mobile library vehicle or boat is an excellent invention. The threshold of using library services is lowest in mobile library vehicles. The mobile library reaches even those groups who are for one reason or the other too far from a stationery library, e.g. children and old people.

Without the services offered by mobile libraries in a country like Finland, with a small population scattered over a big area, too big gaps would appear in the library net of our country.

MOBILE LIBRARIES AND THE UNESCO MANIFESTO FOR PUBLIC LIBRARIES

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AUGUST 31, 1992

Mtq45

The objectives of the Round Table on Mobile Libraries are to promote equitable access to library services through mobile libraries; to encourage the development of library services via mobile libraries; to provide an international forum for the exchange of information and experience on mobile libraries; and to foster awareness of the importance, value and special nature of mobile library services.

This Round Table seeks to support the mandate of the UNESCO manifesto for public libraries to provide free and easy access to information, knowledge, for the provision of literacy for all. Toward this end, the Round Table has produced GUIDELINES FOR MOBILE LIBRARIES by Robert Pestell that have been translated into Spanish and French. These guidelines cover every aspect of planning, development, and maintenance of mobile libraries from the manufacturing of the equipment to the evaluation of services.

These guidelines point to the importance of needs assessment, collection development, personnel development, and evaluation of services. They provide excellent framework within which libraries can provide service to the rural, urban and suburban communities and to the unserved patrons in the population.

This year, the Round Table has been involved in another project that helps to support the UNESCO mandate of information and literacy for all. In our discussion in the Round Table, we realized the enormous need to collect and make available research and materials that have been written on mobile libraries, and materials that described how libraries are started and developed.

We embarked on this project to research and develop an annotated bibliography on topics related to mobile libraries. Calling on the resources of the Graduate School of Communication, Library and Information Studies at Rutgers University, graduate students from several countries were invited to participate in this project.

The project consisted of both a manual and online searches of the literature. It focused on materials in the English language that was published since 1980. Using the Procite/Prosearch Software packet (developed by librarians for the management of bibliographic citations), materials were formatted systematically and easily for the final preparation of the project. It is now in the final state of preparation of publication.

What did our research for this bibliography reveal? In conducting our research, certain needs stood out very prominently at us. There was the need for further research on the unique aspects of human relations and the provision of services in the crowded environments on mobile libraries. The need for more technical support and staff development were evident in the literature. There was a special indication of the need for funding support for mobile libraries.

This annotated bibliography helps to fulfill the mission of the Round Table, the goals of IFLA, and the aims of the UNESCO Manifesto for Public Libraries. It encourages librarians just entering the profession to be involved in the work of IFLA and to support IFLA. It contributes to the further development of the profession. It provides support for the education and continuing education of librarians.

Whether by vehicle, by boat, by air, by bicycle, or by foot, the mobile libraries hold at least some of the keys to services to rural and urban communities and to the unserved members of our population. Mobile llibraries are the flexible arms to static libraries. They can help the central library serve members of our communities who cannot or (for whatever reasons) will not go to the central library.

Mobile libraries can help to improve literacy by providing regular stops in unserved areas. With collapsible shelves and expandable walls, these libraries provide creative space for cultural activities in addition to reading materials, story hours, and community programs. Mobile libraries are indeed very effective avenues to serve the whole population. With cellular telephones and online collection systems, mobile libraries are very much moving extensions of the central library, allowing easy communication with the central library to fill needs of patrons and to support the staff on the mobile units. Mobile libraries provide excellent means of marketing and enhancing support for public libraries. Research reported at the Ohio Conference in 1992 revealed that mobile libraries can serve the largest number of patrons at the least cost.

In addition to the preparation of this bibliography, the Round Table published the second issue of the MOBILE LIBRARIES NEWSLETTER. Copies are available for distribution in this meeting. I encourage you to pick up a copy. Please read it and provide your comments.

In addition we invite you to submit articles about services that you are providing in your respectives countries for inclusion in the next issue of the Newsletter. The address to which your responses should be sent is located inside the front cover of the Newsletter.

Thank you for this opportunity to speak with you about the work of the Mobile Libraries Round Table and its work in support of the UNESCO Manifesto for Public Libraries.

IFLA GENERAL CONFERENCE NEW DELHI 1992

Division:

Section/RT:

Joint Meeting with:

WORKSHOP THEME (IF APPLICABLE):

MOBILE LIBRARY SERVICE WITH A SPECIAL REFERENCE TO DELHI PUBLIC LIBRARY

by Dr. S.N. Khanna

DIRECTOR DELHI PUBLIC LIBRARY

For internal use only:

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MOBILE LIBRARY SERVICE WITH A SPECIAL REFERENCE TO DELHI PUBLIC LIBRARY.

(DR. S.N. KHANNA, DIRECTOR, DELHI PUBLIC LIBRARY)

ABSTRACT

With the advent and growth of electronic media, scientific and technological advances, there has been a continual flow of literature - journals, magazines, books reports etc. flooded in the market. In the present era of information explosion, the knowledge has been democratised and easily accessible. This knowledge is not limited to public libraries which are instruments of disseminating information. The public library movement has greatly emphasised the utility aspects of books and reading materials. Dr. S.R. Ranganathan, the father of library movement in India, enunciated 5 laws of Library Movement which have brought about a revolutionary change in the library development in India.

The Mobile Library service envisaged the spread of knowledge and literacy amongst people to whom library services are out of reach. People living in far-flung areas where library facilities do not exist have easy access to reading materials through the Mobile Library. Delhi Public Library is amongst fore-runners of starting such service in the capital city of Delhi. However, financial constraints continue to hinder the expansion of these services.

Delhi Public Library has 67 busy Mobile Service Stations catering to reading needs of 7403 members. The Extension Department supervising the Mobile Library Service has 1,45,957 Books as on 31st March, 1992 for Mobile Library Service. The reading materials are rotated periodically. There are six Mobile Libraries - five for general library service and one for visually handicapped. Each van has a capacity to accommodate 3000 to 4000 books. Members are free to choose books to their choice. Similarly the Mobile Library Service for the visually handicapped has shown fruitful results in the spread of library activities to 16 institutions for the blind in Delhi. The Braille

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Mobile Van served 539 members issuing 22,834 books during the year 1991-92. Though the Mobile Library Service is costly, yet it is the most effective instrument of reaching out library services to the people residing in remote areas of Metropolitan city of Delhi.

MOBILE LIBRARY SERVICE WITH A SPECIAL REFERENCE TO DELHI PUBLIC LIBRARY

(DR. S.N. KHANNA, DIRECTOR, DELHI PUBLIC LIBRARY)

BACKGROUND

The innovative ideas of man have brought about revolutionary changes in shaping and reshaping the civilizations and cultural values from time immemorial. The account of rich experiences, creativity and contriving innovations, adventureous explorations, enterprising spirit, rise and fall of empires are very well treasured in shape of books and other medias. With the advent of electronic media, printing and publishing industry, scientific and technological advances, research in training and education have flooded the market with innumerable serials, magazines, journals and thought-provoking books.

1.1 Gone are the days when libraries comprising collection of books of specific interest of nature were maintained by aristocrats, monarchs, affluent people of Society as a status symbol. These books were not allowed to be used by anyone else excepting the Royals and families of the aristocrats. But in modern times with democratization of knowledge, the reading material have become easily accessible to the common man. Thanks to the democracy and democratic institutions which have broken the shackles of knowledge being limited to a few. Public library system has emerged as one of the most effective instrument to disseminaate information to bring about awareness in masses and spread of formal education through free distribution of reading materials regardless of sex, caste, religion and creed to all segments of Society.

1.2 With the changing concept of library different types of library services emerged. The Public library movement through-out the world has emphasised the utility aspects of books. The five laws of library science enunciated by Dr. S.R. Ranganathan, whose centenary celebrations are in progress, have specially laid down: (a) Books are for use, (b) Every reader his book, (c) Every book its reader (d) Save the

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time of the reader,and (e) Library is a growing organism.

1.3 The innovation of Mobile Library service or Mobile Libraries or Library on wheel was necessitated due to the force of all the above five laws. These enforce a library to find other avenues of use of its material beyond the library premises. Some books may decrease their utility if the users are the same. The distance barriers prevent a reader to visit a library which is situated far off the place he resides. The less used stock in a Library can be of immense use elsewhere. Above all, the present race of economic development and social change has made man's time much precious and the library being a growing organism has always to keep reeling under the paucity of space. Further more, the purpose of the library is to promote reading habits, like a successful enterprise the library also undertakes the needs of offensive way to search more readership. Thus, innovation of Mobile Libraries emerged as a technique to promote and publicise the Library use in offensive way.

1.4 With the inception of the present century, mobile library service came into existence. The Libraries in western countries like U.S.A., England, Germany etc. added mobile Library services to their system to serve far-flung areas soon after the Ist World War was over. Since then despite operational hazards, costlines of this service, it has been considered to be the best service to serve the far-flung rural areas, industrial concerns as well as thickly populated localities in the Urban aareas. In India, there are instances of mobile library on bicycles. Andhra, Tamil Nadu, Utter Pradesh, West Bengal and a few other States have such mobile Library services serving especially in rural areas.

1.5 Developing countries have invariably suffered financial constraints and, thus, could not keep up the pace of storage and retrievaal of evergrowing reading and other materials for the use of their citizens. In addition, Metropolitan cities have been facing accute problems of extending facilities on mass scale in regard to education, training, rehabilitation and employment due to financial constraints. Unfortunately, the priority of

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library services come on the lowest ebb in any Government, Civic body or Organisation.

DELHI PUBLIC LIBRARY AND ITS MOBILE LIBRARY SERVICE

2. India became independent in August, 1947. The country was then passing through serious financial crisis and poverty, illiteracy was rampant, technical know-how was totally absent and industrial development negligible. The leaders of the nation took up the policy to eradicate illiteracy as a foremost one necessary for the development of the country. In order to make available the reading materials to the public; the policy of setting-up public libraries to eradicate illiteracy came up. However, financial and technical constraints came in the way of spreading education among the masses.

2.1 UNESCO came forward to help India in setting the Delhi Public Library in 1951 to serve as a model for the countries in South-East Asia. According to an evaluation conducted by UNESCO, the DPL was declared as the BUSIEST LIBRARY OF ASIA for creating reading habits and maintaining popularity. The library is now fully funded by the Govt. of India. As a result of consistent efforts, the DPL has grown into a public library system with 173 service points in the whole Union Territory of Delhi. It has a stock of around 11,00,000 books and about 1,00,000 registered borrowers taking away around 10,000 books daily for home reading besides 3000 readers throng its Reading Rooms. But with the continued flow of migrants from different parts of the country in search of employment, training, education and other pursuits, the population of Delhi has been rapidly growing day-by-day and as a result, many slums and residential clusters have mushroomed in the outskirts of Delhi. In order to facilitate these areas with library facilities, Delhi Public Library through its Extension Service Programme have systematically planned library services on wheel to the inhabitants of the rural areas, slums, resettlement colonies and to other weaker sections of Society.

2.2 The DPL is presently equipped with 6 Mobile Libraries, 5 under the Extension Service Department and one under the Braille Department. The Mobile Vans of Extension Department while cover 67 service points weekly on scheduled day and time for general readers, the Braille Mobile Library serves various

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specialised Institutions located in different areas of Union Territory of Delhi for visually handicapped readers. The Mobile library service has played a significant role in the spread of literacy programme by way of free distribution of reading materials on loan to the public engaged in various vocations.

METHODOLOGY

3. The Mobile Van visits the fixed site on the fixed date and time. It comprises between 3000 to 4000 books in four languages i.e. Hindi, English, Punjabi and Urdu. Books for adults and children are kept separately. The membership forms are supplied at the service point and members are enrolled on the spot free of any charge. Members are allowed entry into the van to pick up the books of their choice, kept on the open shelves. The interior of the mobile library vans have been so designed that readers may have direct and open access to the reading materials. The shelves are tagged with prominent captions on the top indicating subjects of books. There are two counters - one at the back where books are returned and queries are atended to by the Librarian on duty. The other counter is at the front where books are issued to the readers and check post is mainintained. The interior is well lighted and ventilated. The electric fans have also been provided inside the van for readers comfort during summer. Books are replaced periodically to enliven the interest of the readers.

3.1 Each Mobile van staffed with 3 personnel-Librarian, Attendant and the Driver. The Librarian being incharge of the entire library service is responsible to propagate reading habits amongst public, encourage and enroll new membership and in giving detailed information about the reaading materials available on the van. He careffully examines the readership and brings the reading materials of their interest. While informative and non-fiction materials are essential to bring about awareness amongst the masses, the recreational materials are also stocked in the van for the old and neo-literates. Picture story books and comics certainly form the essential part of readding collection for the juvenile readers. Each Mobile Van has suggestion box. When the readers return their books, they are asked by the Library staff if they had liked the books and if they have any suggestion to make for the improvement of the service. The suggestion of the readers are readily and well attended.

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3.2 The Library Attendant helps the readers in choosing the books of their interest. He issues the books to the readers and maintains statistics of the books issued on various subjects. The statistics are so maintained as to give vivid picture of the interest of the readers in type of reading materials demanded by them. He is responsible for shelving of books in classified order and alphabetic sequence so as to enable the reader to locate the book by himself from the open shelves without loss of time and difficulty.

3.3 Apart from plying the vehicle, the Driver sits at the exit point and checks out the books issued to the readers to prevent any possible pilferage.

SERVICE TO RURAL AND REMOTE AREAS

4. From functional point of view, the capital city of Delhi has been divided by the DPL into 4 zones. Each zone has branch, sub-branch, community and resettlement colony Libraries. But many important rural and semi-urban areas surrounded by slums and weakersections of the Society are left without library service. In order to reach out the residents of these areas, the libraries on wheel go to the door steps of these areas on a regular weekly schedule. Some times, due to heavy traffic congestion or break down of Mobile Van, the service gets disrupted. The voracious readers who gather in the place on the scheduled date and time get dejected for having to wait long for replacement of their books. Such incidents are, however, few and far between.

4.1 Union Territory of Delhi is a flourishing urban centre. It has multi-culture, religious and linguistic character. Most of the rural areas are fastly being over shadowed by developing posh colonies. There are a little more than 250 villages in Delhi.

4.2 Presently, 54 urban localities and 13 rural areas are being served by the mobile libraries. Some of these localities are fully eligible to have a branch or sub-branch library, but the financial crunch and lack of suitable space are major constraints to meet the aspirations of the residents under the umbrella of the DPL.

4.3 The statistics of the Mobile Service for the general

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readers is enumerated below:-

Mobile Library Services of Delhi Public Library

I. Total number of Books for Mobile Libraries as on 31.3.92.

Hindi	- 91694
English	- 25169
Urdu	- 22029
Punjabi	- 7065
Total	1,45,957

II. Books added during the year 1991-92

Hindi	- 3639
English	- 1182
Urdu	- 120
Punjabi	- 16
Total	4,957

III. Membership as on 31.3.1992

Adults	- 2426
Children	- 4977
Total	7403

IV. Books Issued during 1991-92

Adult	- 41116
Children	- 50902
Total	92,018

V. Average number of books issued per day during 1991-92. - 319

VI. Number of Trips - 1440

VII. Total Mobile Points - 67

BRAILLE MOBILE LIBRARY - SPECIALISED SERVICE

5. The most striking feature of the mobile library service of DPL is the library facilities given to the visually hanicapped inmates engaged in various vocations, training programmes and educational pursuits in 16 Institutions located in various localities of the city through Braille mobile library on regular weekly schedule. During the year 1991-92 a total

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number of 22,834 books were issued through Braille Mobile Library Services to 539 members. This is 70% of the total issue of Braille material by the DPL. Numerical details of the Braile Mobile Library Services are as follows :-

BRAILLE MOBILE LIBRARY SERVICE

i)	Net membership	769
ii)	Membership on Mobile Van	539
iii)	Number of Books issued during 1991-92.	32,619
iv)	Number of Books issued through Mobile Service.	22,834
v)	Number of Service Station/ Institution served through Braille Mobile Library Van.	16
vi)	% of Issue :	
a)	Braille Mobile Van	70%
b)	By post	10%
c)	In person	20%

ECONOMY

6. Mobile Library service is a costly affair. The DPL's mobile library system has presently 7403 registered borrowers who borrowed 92,018 books during the year 1991-92. The total expenditure on Mobile libraries i.e. staff salary, fuel and maintenance of Vans comes to Rs. 6,76,547.99/-. The cost of per book issued works out to Rs.7.35 and per member served costs Rs. 91.38. This, however, does not include the cost on capital like Vans and Books etc.

6.1 The overall membership of the library stood 85,034 with 23,28,125 books issued at a total cost of Rs. 1,49,25,030.79, the average would come at Rs. 6.41 per book issued and Rs.175.50 per registered member for the year 1991-92.

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CONCLUSION

7. In the changing concepts of the Library service, the Mobile library service both in developed and developing countries has assumed new dimensions undoubtedly. Through this system, the Library service is provided to the residents for a limited time and on scheduled visits. But this gives a definite source of providing systematic and regular service to the citizens living in far-flung areas. Even though on occasions, the Library van has to be off the road due to break-downs and traffic hazards. But citizens living at remote outskirt areas of the town having no library facility around the area has the only source of acquiring information, recreational and other reading materials.

7.1 The Union Territory of Delhi with a total areas of 1483 sq. kms. has so far 173 service points under the umbrella of the Delhi Public library. To reach an ideal place i.e. library service at an interval of 2-3 kilometer or 10 minutes walking reach, there is a need to increase mobile library services desirably to reach at every locality.

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DELHI PUBLIC LIBRARY

SCHEDULE OF BRAILLE MOBILE VAN

DAY	DEPARTURE POINT	DEPARTURE TIME	NAME OF INSTITUTION	ARRIVAL TIME	STAY TIME
Monday	Central Library	10.00 A.M.	Bhartiya Blind Educational Cultural Welfare Society, Telewara, Shahadra	10.30 A.M.	10.30 to 1.00 P.M.
"	Telewara, Shahadra	1.00 P.M.	Blind Boys(College going) Hostel, Seva Kutir, Kingsway Camp.	1.30 P.M.	2.00 to 3.30 P.M.
"	Seva Kutir	3.30 P.M.	Govt. Blind Boys Secondary School, Seva Kutir, Kingsway Camp.	3.45 P.M.	3.45 to 5.15 P.M.
Tuesday	Central Library	10.00 A.M.	Rastriya Virjanand Andh Kanya Vidyalaya, New Rajinder Nagar	10.30 A.M.	10.30 to 1.00 P.M.
"	Rajinder Nagar	1.00 P.M.	Institution for the Blind, Panchkuian Road	1.30 P.M.	1.30 to 3.30 P.M.
"	Rajinder Nagar		Andh Maha Vidyalaya, Punchkuian Road		3.30 to 5.15 P.M.
Wednesday	Central Library	10.00 A.M.	Jyashtha Nand Training Centre for Blind Women, Lajpat Nagar-III.	11.00 A.M.	11.00 to 12.00 noon
"	Lajpat Nagar-III	12.00 Noon	Andh Vidyalaya Blind Boys, Amar Colony, Lajpat Nagar - IV.	12.15 P.M.	12.15 to 3.30 P.M.
"	Lajpat Nagar - IV	3.30 P.M.	Blind School, K-Block, Kalkaji (fortnightly)	3.45 P.M.	3.45 to 5.00 P.M.

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DAY	DEPARTURE POINT	DEPARTURE TIME	NAME OF INSTITUTION	ARRIVAL TIME	STAY TIME
Thursday	Central Library	10.00 A.M.	Janta Adarsh Vidyalaya, Shri Fort Road, Sadiq Nagar	11.00 A.M.	11.00 to 1.30 P.M.
	Sadiq Nagar	1.30 P.M.	National Industrial Institute for the Blind, Begam Pur, Malviya Nagar	2.30 P.M.	2.30 to 3.30 P.M.
	Malviya Nagar	3.30 P.M.	Bharat Blind Technical Welfare Society, Madangir	4.00 P.M.	4.00 to 5.00 P.M.
Friday	Central Library	10.00 A.M.	India Confederation of the Blind, Rohini.	11.00 A.M.	11.00 to 12.30 P.M
	Rohini	12.30 P.M.	Rastriya Virjanand Andh Kanya Sr. Sec. School, Vikas Puri	1.00 P.M.	1.00 to 3.30 P.M.
	Vikaspuri	3.30 P.M.	Akhil Bhartiya Netrahees Sangh, Raghuvir Nagar.	4.00 P.M.	4.00 to 5.00 P.M.

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MOBILE LIBRARIES SCHEDULE

DAYS	ROUTE NO.1 MORNING	ROUTE NO. 2 EVENING	ROUTE NO. 3 MORNING	ROUTE NO.4 EVENING	ROUTE NO. MORNING
Monday	Gandhi Nagar 8.30 to 9.15 A.M. Krishan Nagar 9.30 to 10.15 A.M. Laxmi Nagar 11.00 to 12.00 Noon Yojana Vihar 12.10 to 1.00 P.M.	Overseas Communication Society, Greater Kailash 2.45 to 3.15 P.M. Kalkaji 4.00 to 7.00 P.M.	Subash Nagar 8.45 to 10.15 A.M. Rajouri Garden Extn. 10.55 to 11.55 A.M. Rajouri Garden 12.00 Noon to 1?.45 PM	Indian Airlines Colony 3.00 to 4.00 PM Gautam Nagar 4.30 to 5.30 PM. Princess Park Hostel 6.15 to 7.15 PM	Ketwara 9.15 to 10.30 A.M. Dariya Pur 11.15 to 12.15 PM
Tuesday	Kingsway Camp 8.30 to 10.15 AM Model Town 11.00 to 12.00 Noon Gujrawala Town 12.10 to 1.00 P.M.	Pushp Vihar 2.45 to 3.45 P.M. Malviya Nagar 4.30 to 7.00 P.M.	Sadar Bazar 8.30 to 10.30 A.M. Pandara Road 11.30 to 12.50 P.M.	Janakpuri D-Block 2.45 to 3.45 P.M. Janakpuri C-3 4.30 to 6.45 P.M.	Bakhtawar Pur 9.15 to 10.15 A.M. Burari 11.00 to 12.30 P.M.
Wednesday	Jawahar Nagar 8.30 to 10.15 A.M. Kamla Nagar 11.00 to 12.00 Noon Roop Nagar 12.10 to 1.00 P.M.	Jangpura 2.45 to 4.25 P.M. Lajpat Nagar - I 5.00 to 7.00 P.M.	Inder Puri 8.45 to 10.00 A.M. Narayana 10.45 to 12.30 P.M.	Jia Sarai 2.45 to 4.45 P.M. Gulmohar Park 5.30 to 6.45 P.M.	Karala 9.15 to 10.00 A.M. Muhammad Pu Majari 10.05 to 10.45 A.M. Pootkalan 11.30 to 12.30 P.M.

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DAY	ROUTE NO 1 MORNING	ROUTE NO. 2 EVENING	ROUTE NO. 3 MORNING	ROUTE NO.4 EVENING	ROUTE NO.5 MORNING
Thursday	Ashok Vihar - 3 8.30 to 10.30 A.M. Ashok Vihar I 11.15 to 1.00 P.M.	Lajpat Nagar - 4 2.45 to 3.30 P.M. Amar Colony 4.15 to 7.00 P.M.	Tagore Garden 8.45 to 12.30 P.M.	R.K. Puram Sector - 4 2.45 to 7.00 P.M.	Libas Pur 9.15 to 10.30 A.M. Siras Pur 11.15 to 12.15 P.M.
Friday	Old Police Lines 8.15 to 9.15 A.M. Rajpur Road 9.20 to 10.15 A.M. Timar Pur 11.00 to 1.00 P.M.	Lajpat Nagar - 3 2.45 to 3.45 P.M. Lajpat Nagar - 2 4.20 to 7.00 P.M.	Tri Nagar 8.45 to 10.00 A.M. Ram Pura 10.15 to 11.15 A.M. Jai Dev Park 12.00 to 12.30 P.M.	Janakpuri C-2 B 3.00 to 4.45 P.M. Janakpuri,B-1 5.30 to 6.45 P.M.	Overseas Communication Society (Chattarpur) 9.00 to 10 AM Aya Nagar 10.15 to 11.00 A.M. Ghitorni 11.45 to 12.30 P.M.
Saturday	Rana Pratap Bagh 8.30 to 10.15 A.M. Shakti Nagar 11.00 to 1.00 P.M.	Bengali Market 2.30 to 3.15 P.M. Sewa Nagar 4.00 to 7.00 P.M.	Shakur Basti 8.45 to 12.30 P.M.	R.K. Puram Sector - 3 2.45 to 7.00 P.M.	Fatehpur Beri 9.15 to 10.15 A.M Chattarpur 10.30 to 11.15 A.M. Police Training School 12.00 to 12.30 P.M.

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